



Evolving Methodologies

Radmila Suzić

A Review of Methods and Approaches
in English Language Teaching



Belgrade, 2024

Singidunum University
Belgrade

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Contents

1. A brief history of early developments in language teaching	1
1.1. Teaching approaches, methods, and techniques	2

PART 1

2. Traditional methods	7
2.1. The Grammar Translation Method	7
<i>Time to reflect</i>	11
<i>Apply what you have understood about the Grammar-Translation Method</i>	12
<i>References/Additional Resources</i>	13
2.2. The Direct Method	14
<i>Time to reflect</i>	20
<i>Apply what you have understood about the Direct Method</i>	21
<i>References/Additional Resources</i>	21
2.3. The Audio-Lingual Method	22
<i>Time to reflect</i>	27
<i>Apply what you have understood about the Audio-Lingual Method</i>	27
<i>References/Additional Resources</i>	28

PART 2

3. Unconventional methods and approaches	33
3.1. The Silent Way	33
<i>Time to reflect</i>	38
<i>Apply what you have understood about the Silent Way</i>	38
<i>References/Additional Resources</i>	39
3.2. Desuggestopedia	40
<i>Time to reflect</i>	45
<i>Apply what you have understood about Desuggestopedia</i>	45
<i>References/Additional Resources</i>	46

3.3. Community Language Learning	47
<i>Time to reflect</i>	53
<i>Apply what you have learned about CLL</i>	53
<i>References/Additional Resources</i>	54
3.4. Total Physical Response	55
<i>Time to reflect</i>	61
<i>Apply what you have learned about TPR</i>	61
<i>References/Additional Resources</i>	62
3.5. Multiple Intelligences	63
<i>Time to reflect</i>	69
<i>Apply what you have understood about Multiple Intelligences</i>	69
<i>References/Additional Resources</i>	69

PART 3

4. Communicative methods and approaches	75
4.1. Communicative Language Teaching	75
<i>Time to reflect</i>	81
<i>Apply what you have learned about Communicative Language Teaching</i>	82
<i>References/Additional Resources</i>	82
4.2. Content-Based Instruction	83
<i>Time to reflect</i>	86
<i>Issues to be discussed about implementation of CBI in a teaching process</i>	86
<i>References/Additional Resources</i>	86
4.3. Task-Based Instruction	87
<i>Comprehension questions</i>	91
<i>References/Additional Resources</i>	91
5. Post methods era	93
6. Bibliography	94

"A language is not just words. It's a culture, a tradition, a unification of a community, a whole history that creates what a community is. It's all embodied in a language."

Noam Chomsky

1. A BRIEF HISTORY OF EARLY DEVELOPMENTS IN LANGUAGE TEACHING

In the history of teaching foreign languages, language instructors often focused their teaching on memorization of vocabulary items and repetition of grammatical structures and patterns rather than introducing language learners with authentic materials and real-life contexts of language use. Since the purpose of learning a foreign language has been changing throughout history these practices, while very useful for reading, understanding, and translating specific writings have proven inadequate when it comes to enabling students to effectively use a foreign language in everyday communication. Thus, the need to develop new strategies and introduce new practices into foreign language teaching has emerged, supporting the need of both linguists and language teachers to discover or develop a teaching method that would enable fast, yet easy language acquisition.

This book aims to present teaching methods and approaches used in foreign language teaching from the beginning of the 20th century till today. The book is divided into three sections based on the instructional approaches used at the time, as presented in Richards & Rodgers (2014): the traditional methods (the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method), unconventional methods (Total Physical Response, The Silent Way, Community Language Learning, Desuggestopedia, Multiple Intelligences), Current communicative approaches to language teaching (Communicative Language Teaching, Content-Based Instruction, Task-Based Instruction).

In each chapter of this book one teaching method will be presented. When describing a method, the focus will be on the methodology used by the teacher, roles of teachers and learners, classroom materials and techniques used. Each chapter ends with comprehension questions and tasks whose aim is to motivate readers to apply some of the principles and techniques in their own language classrooms.

1.1. TEACHING APPROACHES, METHODS, AND TECHNIQUES

Since teaching languages is a complex task, it is necessary to clarify the differences among several terms frequently used in language teaching theory. Even though these terms might be used interchangeably in different texts, they all have distinctive meanings as well as different applications in the classroom.

1. Methodology

Methodology in general can be understood either as a set of general principles that inform the variety of local practices, or as a set of methods that suggest particular techniques of instruction (Knapp & Seidlhofer, 2009). As defined in The Cambridge Dictionary methodology is “a system of ways of doing, teaching, or studying something.” In this case, as the term Methodology refers to foreign language teaching and learning, it is usually taken as a cover term for various classroom activities focused on the enhancement of the language learning process.

2. An approach

In the context of teaching languages, an approach refers to the theoretical nature of language, it determines the practices and principles used. In other words, it refers to the theoretical backgrounds behind a subject matter that is being taught. It encompasses both the beliefs about the nature of language being taught, and the nature of language learning while trying to embed both into a pedagogical context (Richards & Rodgers, 2001).

3. Method

Method is best described as a way of doing something (Hornby, 2018). It gathers various procedures that help educators teach a language. By choosing an explicit method a teacher opts for a specific presentation of the teaching materials, all of which is based on a particular approach. However, it is important to mention that methods can be compatible with one or more approaches, or there can be several methods within one approach.

4. A technique

A technique is best described as a tool a teacher uses in a classroom. It can encompass a wide range of activities or exercises designed to facilitate the process of language learning. Techniques are not specifically related to a certain method, some are widely used and can be found in many different methods, e.g. activities involving repetition or imitation. However, there are some techniques that are very detailed and refer exclusively to the objectives of a specific method (Pilipović, 2018).

Table 1. Differentiating the concepts of approach, method, and technique

Approach	Method	Technique
• It describes the nature of the subject matter to be taught. • It is a set of correlative assumptions based on the nature of language teaching and language learning.	• It is a general plan for the orderly presentation of language material. • It is procedural. • There can be many methods within one approach.	• It is a tool used in a language classroom by a teacher. • Techniques must be consistent with a method, and thus in harmony with an approach.

One of the goals of this book is to introduce the readers to many different foreign language teaching methods, and various techniques which can support language teaching and learning. Methods and techniques presented in this book can be combined and adapted to any modern-day classroom and any teaching context.



PART 1



2. TRADITIONAL METHODS

Traditional methods of language teaching are methods that prioritize grammatical competence and see it as a foundation of language literacy. Grammar is mostly taught through direct instructions presented by a teacher and later practised through repetitive drills.

The idea behind these methodologies was to enable students to create a repertoire of grammatical forms and sentences that they would be able to use accurately and promptly in written or spoken form.

While these traditional methodologies have faced criticism for their perceived rigidity and lack of communicative focus, they have undeniably contributed to the development of foundational language skills.

2.1. THE GRAMMAR TRANSLATION METHOD

The Grammar Translation Method (GTM) is considered to be one of the first traditional foreign language teaching methods derived from the classical methods of teaching Greek and Latin (Elmayantie, 2015). Even though its origins can be traced back as far as the early 14th century this method became popular in the early 1800s and was widely used in the first decades of the 20th century. Latin was the “lingua franca” in Europe at that time, and was used predominantly as the language of philosophy, education, business and religion. Due to limited access to formal education and resources, language learning, particularly Latin, was not accessible to everyone, but only to those who had the means and opportunity to engage in formal education (Celce-Murcia, 2001). This method of teaching languages required students to translate texts word for word and memorize grammatical rules alongside extensive vocabulary lists. Just like Latin or Greek were taught in order to read their literature and benefit from *mental discipline* and intellectual improvement, learning any foreign language in this way would allow students to “know everything about something rather than the thing itself” (Kelly, 1969; W. H. D. Rouse, quoted in Kelly, 1969: 53).

Since the primary goal of teaching languages using GTM was to learn a language in order to be able to read its literature (Ahamefula et al., 2014) and write in a target language, students needed to have an extensive understanding of grammatical structures, which were presented to them in a deductive way. Teaching grammar deductively focuses on the presentation of grammar rules

followed by the application of that knowledge to the tasks of translating sentences or passages into and out of the target language. Little or no attention is given to meaning, context, and spoken language (Pilipović, 2018). This sort of teaching remained relatively unchanged even after Latin and Greek were replaced with other “modern” languages in classrooms across Europe and the United Kingdom (Kirkwood, 2018). However, in many parts of the world, the Grammar-Translation Method continued to be dominant in teaching foreign languages and is still widely used by educators in schools. Richards and Rodgers, in their book *Approaches and Methods in Language Teaching*, go as far as to say:

“Though it may be true to say that the Grammar-Translation Method is still widely practised, it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it.” (Richard & Rogers, 1986: 5)

The main characteristics of the Grammar-Translation Method are:

1. “The first language is maintained as the reference system in the acquisition of the second language” (Stern, 1983) meaning that classes which are taught by this method are conducted in the native language of the students. The meaning of the target language is made clear by translations into students’ native language. Teachers, to be able to teach the target language, are not required to be proficient in it, since misunderstandings and any difficulties in communication are minimal because the teacher uses native language as a medium for explanations and instructions. Students’ comprehension and understanding of the material are checked by asking and answering questions in the native language.
2. Reading and writing are the major focus of this method and primary skills that students work on, while little or no attention is given to speaking and listening. Even though the extensive vocabulary lists are presented to students, the pronunciation of words is completely neglected. Words are taught through bilingual word lists and dictionary study, and students are encouraged to memorize the translation equivalents in their native language.
3. The focus is on accuracy. As cited in Richards & Rogers (2001) it is expected from students to achieve a high standard in translation because of “the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century” (Richard & Rogers, 1986: 132). This strong focus on translation

accuracy is based on teachers' correction of wrong translation by providing the correct answer. Variations were not allowed, there was only one correct option – the reason why students were expected to attain such high standards in memorization and translation was due to the increasing number of formal written examinations in the same form.

4. The roles in the classroom are strictly traditional. The central role is reserved for the teacher, while students are passive participants who are expected to listen and act according to the teacher's instructions. Classroom interaction is directed from the teacher to the students. Students are not expected to interact with each other. This form of teaching allowed teachers to teach large groups of students, as well as students of mixed ability levels. Teacher-students and student-student interaction is reduced to a minimum.

According to Larsen-Freeman (2000), some of the techniques that are used in implementing the Grammar-Translation Method are:

1. Translation of a literary passage

Students are usually given a task to translate a passage from their native language to a target language (or vice versa). The text for translation can be an excerpt related to the target language literature, or a text provided by a teacher strategically designed to incorporate specific grammatical structures and vocabulary. These translation exercises can be done in written or spoken form or both, requiring students to think about a semantically appropriate translation. Even though this method generally focuses on literal translation, more advanced students are expected to focus on conveying the meaning of the original text by paying closer attention to the nuances and connotations of individual words or phrases, as well as idiomatic expressions or cultural context.

2. Reading comprehension questions

To check the comprehension of the reading passage, students are asked to provide answers in the target language for the given questions. Depending on the students' level of the target language proficiency, questions can be basic, focusing on information from the text, and for more skilled students, questions may be more complex requiring them to draw conclusions from queries that are not explicitly answered in the text; for the advanced learners, the questions might require them to connect the ideas from the reading passage with their own experience.

3. Antonyms/synonyms

Students are provided with a set of words and are given a task to find synonyms or antonyms for a specific set of words within the provided reading passage.

4. Deductive application of rules

Grammar rules are presented to students alongside an extensive set of illustrative examples. Any exceptions to the rules are also highlighted. Once the rules are explained and presented, students are asked to apply them in various examples to deepen their understanding.

5. Fill-in-the-blanks

Students are asked to fill in the gaps in sentences using words provided (or previously memorized) or particular grammatical structures.

6. Memorization

Students are given lists of words in the target language, with their native language equivalents, and they are asked to memorize them. Students are also required to memorize grammatical rules and paradigms like noun declensions and verb conjugations.

Even though it is one of the oldest methods, the Grammar-Translation Method is still one of the most popular and widely used models of language teaching, that has managed to resist numerous educational reforms despite its poor results in terms of communicative competence.

The biggest disadvantage of this method is that despite the tremendous effort put into the memorization of extensive vocabulary lists and grammar rules, it does not produce learners that are proficient in target language use. Students exposed to this method usually find the language learning experience difficult and unmotivating due to rigid rules and the lack of interaction, and consequently lose their enthusiasm for learning.

Time to reflect

With the help of your teacher answer these questions about the Grammar-Translation Method:

1. In your own words explain the statement that GTM teaches students about the target language but not the target language.
2. What do you know about the history of GTM?
3. What are the goals of teachers who use GTM?
4. Describe the roles of teachers and students in GTM.
5. Define the nature of student-teacher and student-student interaction.
6. What areas of the target language are emphasized? What language skills are in focus?
7. What is the role of the students' native language?
8. How does the teacher respond to students' errors?
9. Are students' feelings taken into consideration during the teaching/learning process?
10. Name several advantages and disadvantages of teaching/learning a language by using GTM.
11. Do you agree with some of the principles of GTM? Which ones?
12. Should grammar be presented to students deductively?
13. Are there any techniques of the GTM that you might consider useful in your own teaching? Which ones?

Apply what you have understood about the Grammar Translation Method

1. Choose a passage from a coursebook that you are currently using. Make a lesson plan for a 45min. class, include translation exercises, reading comprehension exercises, vocabulary exercises, etc. following the principles of GTM. Try to modernize the use of GTM by adapting some exercises to a modern language classroom.
2. Choose a grammatical point from the same passage, explain the grammar structure deductively by providing explicit rules and examples. Think of exercises that will require students to apply the rule in different contexts.
3. With the help of your teacher, discuss the usefulness of GTM in a modern-day classroom.

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2.2. THE DIRECT METHOD

François Gouin (1831–1896) was a French linguist and one of the first reformers in the 19th century who tried to find a method of foreign language learning that relied on the methodology employed in native language acquisition. He is also recognized as a pioneer of what is now known as language acquisition studies. Other reformers toward the end of the century likewise turned their attention to naturalistic principles of language learning, and for this reason, they are sometimes referred to as advocates of the “natural” method (Hylick, 2020).

However, this was not the first attempt in the history of language teaching to make foreign language learning more like native language learning. There is evidence of the idea that dates back to the 16th century to French philosopher Seigneur de Montaigne (1533-1592). Montaigne learned Latin through the “direct method of teaching” or “natural way” by being provided with a guard who addressed him only in Latin from early childhood (Ferrari, 2023). This approach to language learning aligned with the idea that language acquisition is a dynamic, organic process, best achieved through communication and practical usage. Being taught a foreign language in this way, Montaigne believed that language should be learned in context, through exposure to authentic spoken and written expressions, rather than through memorization of grammar rules and vocabulary lists. His philosophy laid the groundwork for later language teaching methodologies, including the Direct Method and the Communicative Approach.

Among those who tried to apply these natural principles to language classes in the nineteenth century was Lambert Sauveur (1826–1907), a language educator who opened a language school in Boston in the late 1860s. The method he focused on, which involved intensive oral interaction in the target language using questions to present and elicit language, became known as the Natural Method. Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner’s native language if meaning was conveyed directly through demonstration and action (Richards & Rodgers, 2001).

German scholar Felix Franke (1860-1896), another proponent of the Natural Method, reasoned for direct and spontaneous use of the target language where students induce grammatical rules, rather than memorize them. He was one of the first to offer a theoretical rationale for adopting a monolingual approach to teaching foreign languages. Further, he argued, the study of a language requires systematic attention at a low level, as well as miming, demonstration, and

gesture to teach vocabulary (Brown & Lee, 2015). The foundational principles of natural language learning set the groundwork for what later became recognized as the Direct Method.

Perhaps the most famous of all direct method proponents was Maximilian Berlitz (1852-1921), who referred to this method as the Berlitz Method. Berlitz schools that became familiar as very successful commercial foreign language schools still exist around the world today, but the method has changed to incorporate modern principles that were not part of the Direct Method in the early 20th century.

These principles, still followed in contemporary Berlitz schools, are cited in Titone (1968: 100-101):

- Never translate: demonstrate
- Never explain: act
- Never make a speech: ask questions
- Never imitate mistakes: correct
- Never speak with single words: use sentences
- Never speak too much: make students speak much
- Never use the book: use your lesson plan
- Never jump around: follow your plan
- Never go too fast: keep the pace of the student
- Never speak too slowly: speak normally
- Never speak too quickly: speak naturally
- Never speak too loudly: speak naturally
- Never be impatient: take it easy

Even though it was initially developed as a reaction to the Grammar-Translation Method, the Direct Method shifted the focus from learning a language through memorization and translation exercises to speaking, understanding, reading and writing through the immediate or direct use of the target language (Young, 1992).

Some of the basic principles underlying the Direct Method are:

1. Classroom instruction is conducted exclusively in the target language because teachers who use the Direct Method want their students to be exposed to the target language as much as possible in order to learn how to think and communicate in the target language. With this in mind, the syllabus requires material that puts focus on real-life situations and everyday vocabulary that people use in banks, shops, pharmacies, or general topics such as history, geography, money or weather. The vocabulary being taught must be concrete, students must be familiar with it, and the teacher must be capable of demonstrating it by means of object and action.
2. One of the most important principles of the Direct Method is that grammar is taught inductively. Learners are expected to come up with a rule from the examples provided. In that way, they will be forced to think about the target language in the target language, and they will learn the target language by being forced to intelligently understand various grammatical phenomena in order to acquire it and use it.
3. Classroom roles are very much different from the roles in the Grammar-Translation Method. Even though the teacher is the one who organizes a class and directs the activities, students are not passive participants in the learning process. The teacher initiates the interaction with students in order to motivate them to use the target language, thus the interaction is bidirectional, from the teacher to students and from students to the teacher. Student-student interaction is also encouraged.
4. Since the Direct Method relies on the natural way of language learning, language is primarily spoken, not written, and vocabulary is emphasized over grammar. However, all four skills are worked on (reading, writing, speaking and listening), with a special focus on correct pronunciation. Taking into consideration that students are mainly exposed to everyday language, elements of the target language culture can often be present in teaching, especially when introducing topics such as history or geography of the countries where the target language is spoken.
5. Since native language is not used in the classroom, evaluation is conducted by observing students' use of language. Students are not asked to demonstrate their knowledge of the language, but to use the language. In case of students making errors in their attempt to speak, the teacher uses various techniques to try to get students to self-correct if possible.

According to Larsen-Freeman (2000), some of the techniques that are used in implementing the Direct Method are:

1. Reading aloud

Since reading has its roots in oral language proficiency, reading exercises are commonly used in the Direct Method. Reading exercises are usually conducted in a way that students are asked to read aloud a section of a passage, do role-play, or dialogues. To explain the meaning of unknown words or to make a reading section clear, the teacher uses realia, pictures, gestures or mime.

2. Questions and answers

Students are asked questions in the target language and are expected to answer using full sentences. In that way, the teacher can check how well they have acquired new words and grammatical structures.

3. Self-correction

The teacher facilitates the opportunities for students to self-correct by providing two possible solutions and asking students to choose the appropriate one. Teachers can also use intonation, a questioning tone of voice, a specific eye movement, etc. to point out that a mistake has occurred.

4. Conversation practice

The teacher asks questions in the target language, and students are expected to answer them using full sentences. Since the focus of the Direct Method is for students to acquire everyday vocabulary, the questions the teacher asks are mostly connected to students' interests and themselves. In this way, the teacher can also practice the use of a particular grammatical structure.

5. Dictation

Dictation exercises are extremely useful in foreign language learning because students at the same time work on listening skills, spelling and vocabulary, grammar and syntax, memory and retention, while focusing on details. In the Direct Method, dictations are usually conducted in the following way: during the first reading, the teacher reads a text at normal speed, with students only listening to it; during the second reading, the teacher reads a text phrase by phrase, pausing when necessary for students to write down what they have heard; the last reading is conducted at normal speed, allowing students enough time to check and, if necessary, to correct their work.

6. Paragraph writing

Students are asked to write a short paragraph in their own words or to paraphrase from memory a reading passage from the lesson.

Class procedure

Considering that the Direct Method gives much thought to teaching new vocabulary items without the possibility of using translation equivalents in students' native language, here are some examples of how to demonstrate new words to students:

1. By *showing* the *object* to students, e.g. fruits, vegetables, clothes, classroom objects, etc., or by showing *a picture* of the object, for example a map, or a picture of a car.
2. Asking questions about *the utility of something* will help students to indicate a verb.

"What do you do with your head?"

Response: "I think with my head."

3. To indicate an action teachers might use gestures or provide a mental evocation of the action or idea.

"This smells bad" (gesture).

Or, "I play tennis" (gesture).

Teachers can, if possible, perform an entire action before the students, such as "I'll close the window".

4. The teacher can provide an example of something that students are familiar with and use their knowledge to extend their vocabulary.

"Belgrade is the capital of Serbia."

"Paris is the capital of France."

5. Introducing *opposites* as in the example "opposite of short is long," or "the opposite of the verb to buy is to sell."
6. Providing *synonyms* as in the examples "courageous and brave", "quickly and rapidly", "to start and to begin".
7. Using logical connections of cause and effect.

"I'll stay at home. I am sick."

"I'll stay at home because I am sick."

The Direct Method, being the first method of foreign language teaching that entirely excludes the use of native language in the classroom was the first method that recognized the true purpose of foreign language learning – to develop communication skills. This method, even though widely popular, has certain weaknesses and is sometimes referred to as “enlightened amateurism.”

Firstly, it required highly proficient teachers who were either native speakers or who had nativelike fluency in the target language. Secondly, critics noted that strictly following the principles of the Direct Method could also be counterproductive because the teachers had to invest a tremendous effort to avoid the use of native language even though simple and brief explanations in the students’ native language could be a more efficient way to ensure understanding. Finally, many of the teaching techniques employed by the Direct Method are more appropriate for the initial stages of foreign language learning, including small-sized classes where all students would be able to actively participate in class activities.

Another thing that should be taken into consideration when discussing the Direct Method is its focus on acquiring grammatical patterns in a natural way, by allowing students to implicitly grasp them from the context. Since grammatical rules are never explicitly presented to students, the question arises: Why do we study grammar? Presumably, the aim is to learn how to use the language in an accurate and proficient way. In other words, grammar should clarify or simplify language learning, but language should not serve as an illustration of grammar. Therefore, any grammar instruction that does not positively impact language learning and language acquisition is practically useless (Young, 1922).

Taking everything into consideration the Direct Method can be regarded as the first language teaching method to have caught the attention of teachers and language teaching specialists; it has offered a methodology that appeared to move language teaching into a new era. It marked the beginning of the “methods era” (Richards & Rodgers, 2001).

Time to reflect

With the help of your teacher answer these questions about the Direct Method:

1. What do you think about the idea that the students' native language should not be used in the language classroom?
2. Which of the principles of the Direct Method do you agree with?
3. Which techniques of the Direct Method would you consider using?
4. How would you describe the roles of the teacher and students in the Direct Method? Describe the nature of student-teacher and student-student interaction.
5. What are some of the basic characteristics of the teaching and learning process?
6. Name the language areas that are emphasized when using the Direct Method.
7. Are there any elements of the target language culture presented through the language teaching conducted by the Direct Method?
8. What is the role of the students' native language?
9. How do teachers respond to students' errors?
10. Can you explain the difference between inductive and deductive way of teaching grammar?
11. Name several characteristics of the Direct Method that are contrary to the principles of the Grammar Translation Method.

Apply what you have understood about the Direct Method

1. Choose a topic (such as fashion, travelling, holidays, transportation vehicles or something similar) and a situation (at the doctor's office, at the bank, at the supermarket) and write a lesson plan in which you will convey the meaning of vocabulary items to students without using their native language.
2. Choose a grammar point related to your topic and think of the exercises that you might incorporate into your lesson plan in a way that students would be able to induce grammatical rules themselves.
3. Practice giving a dictation as recommended in this chapter.

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2.3. THE AUDIO-LINGUAL METHOD

Despite the popularity of the Direct Method in Europe, not everyone embraced it wholeheartedly. The British applied linguist Henry Sweet recognized its limitations, acknowledging that despite introducing an innovative approach to language teaching it lacked a comprehensive methodological foundation, with no standardization of the vocabulary or grammar that was included in the syllabus (Larsen-Freeman, 2000). There was also no agreement on which grammar rules, sentence structures and vocabulary were considered most crucial for learners at the beginning, intermediate, or advanced levels. Alongside other applied linguists he proposed that the focus should be put on the development of sound methodological principles to serve as the basis for teaching techniques. In the 1920s and 1930s applied linguists systemized those principles laying the groundwork for what subsequently was developed into the Audiolingualism.

In the period between two world wars in the United States, a modified version of the Direct Method, combined with The Reading-Based Approach (this approach included extended vocabulary lists with a goal to achieve rapid silent reading) (Darian, 1972) was used to teach English as a second language. With the entry of the US into World War II it became more necessary than ever for Americans to learn the languages of their enemies and allies. US government needed to, as quickly as possible, train personnel to become orally proficient in German, French, Italian, Chinese, Japanese and other languages. This teaching technique was initially called the Army Method and was the first to be based on linguistic theory and behavioural psychology. It was further influenced by structural linguistics, as linguists aimed to identify the fundamental structures and patterns of language (Larsen-Freeman & Anderson, 2013: 109).

These programs were based on Leonard Bloomfield's technique of memorization and repetition in foreign language learning, which focuses on simple language patterns (Bloomfield, 1933). They required a native speaker of the language (called the informant) who would pronounce words and phrases for students to imitate, and who was supervised by a linguist. The linguist was not required to be the speaker of the language that was taught, but he served as a professional who would elicit basic structures of the target language for the informant. In that way, students and the linguist would be able to participate in a class with the help of the informant, and together they eventually learned how to speak the language. These programs were extremely intensive, requiring students to study 10 hours a day, 6 days a week, over two or three 6-week sessions. These courses, also known as The Army Specialized Training Programs, attracted considerable attention from the general public and academic community, to such an extent that their suitability for use in regular language programmes was discussed.

The increased need for more intensive foreign language learning in the post-World War II era led to the development of the Audio-Lingual Method, which drew inspiration from the successful language training techniques employed by the military during the war.

This method, designed to develop communicative competence in learners, was widely adopted for teaching foreign languages in North American colleges and universities in the 1950s. It relies heavily on the principles of the Direct Method while trying to develop communicative competence through extensive repetition of structures and patterns in common everyday dialogues. It focuses on the principle that “a language is first of all a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language” (Carroll, 1963: 723). According to that, the purpose of teaching the target language in this way is to prepare students to be able to use it for communication. It focuses on teaching the language through dialogues with the purpose of enabling students to form habits out of common communicative phrases. Students will achieve communicative competence by forming new habits in the target language and overcoming the old habits of their native language (Larsen-Freeman, 2000: 45; Thornbury, 2000: 21; Dendrinos, 1992). Since foreign language learning is a process in which mechanical habits are created, the most beneficial way to support the creation of good habits is to simply provide correct responses and encourage their acquisition rather than wait for students to learn through making mistakes (Richard & Rodgers, 2001: 57). In order to do that, dialogues and pattern drills should be repeated by students in order to form habits. The more often something is repeated, the stronger it will be, thus greater the learning (Larsen-Freeman, 2000).

The Audio-Lingual Method mainly focuses on the following features:

1. The new material is presented in the form of a dialogue which is read by the teacher in order to provide the correct model of pronunciation. Teachers are presented as role models with a role to inspire the students to achieve their level of language competence. This means that the focus is on the development of primarily oral skills, which in practice means that students' progress is measured based on how accurate they are in pronunciation and grammar when asked to respond quickly and accurately in speech situations.
2. Students learn the language by repeating and memorizing the dialogues. Dialogues illustrate real-life situations, and they often include certain cultural aspects of the target language. Memorization and frequent repetition of the dialogues allow students to develop a reflex for an automatic response (they have formed a habit) which is considered as an ultimate success.

After the students have acquired the correct pronunciation, stress, and rhythm of the sentences, and after those have been memorized, the teacher selects grammatical patterns that are going to be the focus of different kinds of drill exercises that follow.

Since the Audio-Lingual Method is focused on the use of drills and patterns, various kinds of exercises can be used (Richards & Rodgers, 2001):

1. Repetition

Students are asked to repeat the phrases aloud immediately after they hear them. They are not allowed to read them from the written text, so the phrases should be short enough for students to remember them just by listening.

Example:

This is the fifth month. – This is the fifth month.

The teacher waits for the students to repeat the sentence several times, and when they have managed to pronounce it quickly and correctly, the teacher may add more words to it.

This is the fifth month.

This is the fifth month of the year.

I used to play with him. – I used to play with him.

I used to play with him years ago. – I used to play with him years ago when we were children.

2. Inflection

The teacher changes the word form in a sentence when the sentence is repeated.

Example:

I read the book. – I read the books.

He read the book. – She read the book.

3. Replacement

The teacher replaces one word in a sentence with another.

Example:

Mary bought the book. – She bought the book.

Mary gave John the book. – Mary gave him the book.

4. Restatement

The teacher gives students the instruction to rephrase the sentence and address it to the other student.

Example:

Ask him what his name is. – What is your name?

Ask Mary how old she is. – How old are you?

Ask John when he was born. – When were you born?

5. Completion

The teacher pronounces the sentence with one word missing. Students should repeat the sentence in the completed form.

Example:

I'll bring my book and you... – I'll bring my book and you bring yours.

We will bring ... own books. – We will bring our own books.

6. Transposition

When adding a word, the teacher changes the word order.

Example:

I'm tired. (so). – So am I.

I'll never go there again. (neither). – Neither will I.

7. Transformation

Students are asked to transform sentences into negative or interrogative while paying attention to tense change, mood, voice, aspect or modality.

Example:

He bought a book. – He didn't buy a book.

She lives in Belgrade. – Does she live in Belgrade?

8. Integration

Students are asked to integrate two separate sentences into one.

Example:

They must be here on time. It is important. – It is important that they are here on time.

I know the woman. She works in accounting. – I know the woman who works in accounting.

Most of the exercises listed above were later considered as mechanical exercises which did not allow students to focus on meaning. The general belief was that students need to overlearn the foreign language in order to use it without thinking - automatically. As seen from the examples, the teacher's role in this process is very active; the teacher is the one who controls and directs the class and is responsible for providing an excellent model for imitation. Students have a reactive role, they respond to stimuli which does not allow them any control over the content, speed or style of learning. Student-student interaction is not encouraged, because independent use of language would most certainly lead to making errors. Students' only role is to follow the teacher's instructions as quickly and as accurately as possible.

Some of the basic principles of the Audio-Lingual Method are:

1. Since this method is based on learning the target language through repetition and imitation of dialogues, grammatical rules are presented inductively, i.e. they are induced from the given examples. Explicit grammatical rules are never provided.
2. The instructional materials used in the Audio-Lingual Method are not used in the elementary phases of the course. Everything that is done is primarily teacher-oriented because the process of exposing students to printed versions of a language is not considered desirable, because it might cause a distraction from their primary goal – to listen, repeat, and respond. At later stages of language learning textbooks and printed materials are allowed and they provide a model of dialogues and examples of drilling exercises.
3. Tape recorders also played an important role in the Audio-Lingual Method. They were used in language laboratories when there was not a native speaker to serve as a model for correct pronunciation. Taped lessons provided controlled and error-free practice of the target language.

An interesting thing about this method is that someone's failure to learn the target language in this way is believed to result either from the incorrect application of the method or from students' inability to memorize the essential patterns and forms. The method itself is never to blame.

Even though Audiolingualism was most widespread in the 1960s and was used for both teaching English as a second or foreign language, and for teaching foreign languages in the US, it received a lot of criticism. Since the key to the method's success was based on extensive memorization, repetition and over-learning, it did not focus on the role of the context and knowledge in language learning. This led to students not being able to transfer skills they acquired by this method to real-life communication situations, and many found this way of studying uninspiring and tedious.

Time to reflect

With the help of your teacher answer these questions about the Audio-Lingual Method:

1. What do you think of the idea that foreign language learning can result from habit formation? If you agree with it will the native language habits influence foreign language learning?
2. Does prevention of errors benefit faster foreign language learning?
3. Which principles of the Audio-Lingual Method do you find acceptable?
4. How useful are dialogues in presenting new material when teaching a foreign language?
5. What do you think about structure drills in teaching a foreign language?
6. How would you describe the goals of teachers who use the Audio-Lingual Method?
7. Describe the roles of the teacher and students in the Audiolingual classroom.
8. Describe the nature of student-student and student-teacher interaction.
9. What areas of language are emphasized? Does the teacher work on all four language skills?
10. Define the role of students' native language.
11. How does the teacher react to students' errors?

Apply what you have understood about the Audio-Lingual Method

1. Read the following dialogue and decide which pattern it is trying to teach:
JOHN: Where are you going to go for holidays?
JANE: I am going to Spain.
JOHN: What are you going to do there?
JANE: I am going to learn Spanish.
2. Prepare several drill exercises for beginning-level English language learners based on the following instructions:
 - a. Complete the dialogue type of exercise.
Prepare a dialogue for your students. Drill it with them. Select certain words to be erased from the dialogue and ask students to fill in the blanks.
 - b. Transformation drill type of exercise.
Provide a particular sentence pattern for your students. Ask them to transform the sentences in one of the following ways: statements into questions, active sentences into passive, direct speech into reported speech.

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PART 2



3. UNCONVENTIONAL METHODS AND APPROACHES

The last two decades of the 20th century were marked by a significant shift in language teaching. The need to move away from grammar-based methods towards communicative approaches in language teaching led to the discovery of new methods and principles. Since the ability to communicate in a target language became a priority, an increase in the number of unconventional methods appeared in the period between the 1970s and 1980s. Even though many of them did not succeed in getting the support of mainstream language teaching (Richards & Rodgers, 2001), each of them has offered an invaluable insight into the process of foreign language learning.

3.1. THE SILENT WAY

The Silent Way is a language teaching method developed by Caleb Gattegno (1911-1988). It heavily relies on the Cognitive Code Approach which sees learners as active participants in the learning process who are at the same time responsible for their own learning. According to that ideology, the Silent Way proposes the idea that “Teaching should be subordinated to learning.” Students are encouraged to participate in the learning process as much as possible because learning is seen as the problem-solving process.

According to Young (1994), the subordination of teaching to learning can be understood at several levels. First of all, it places the act of learning at the centre of the class. Students are not at the centre of a learning process; instead of that, the focus is on their activities that will lead toward learning. Another aspect of subordination of teaching to learning can rely on the following: “The teacher works with the students, and students work on the language” (Larsen-Freeman, 2000: 65) The teacher is not the one who knows everything, and whose principal role is to pass their knowledge to students, but to work with students in a class, so that students can work on their language.

However, the most surprising element of the Silent Way Method is the silence of the teacher. The first reason why the teacher is silent is to be a constant reminder of what the teacher’s role is. The teacher is not there to pass the knowledge. Secondly, the teacher’s silence reflects Gattegno’s theory that students can learn to accurately pronounce a foreign language without hearing it from the teacher.

According to him, sounds are not learnt by listening but by making them (Gattegno, 2010). Students should be encouraged to explore them, use their speech apparatus in a way they did as babies learning to pronounce their native language. Thirdly, the silence allows the teacher to reflect on the fact that the things we learn spontaneously are usually learnt well. Young (1994) compares this process with learning how to speak as children, spontaneously, and being able to use that knowledge our whole lives as opposed to learning History, Geography or Physics where learning was directed by a teacher. Larsen-Freeman and Anderson (2011) described Gattegno's view of language learning as the process we initiate by ourselves, by activating our inner resources such as our imagination, awareness, cognition, creativity and intuition. In that way, learners internalize what they have learnt making that knowledge a steppingstone for further learning. That knowledge becomes deeply rooted and can later be used effortlessly.

Besides silence, seen as one of the basic instruments in the learning process, other elements used in the Silent Way Method originate from Gattegno's previous experience of being an educator and mathematician; those are word colour charts, pronunciation charts, coloured rods, etc. (Gattegno, 2010).

Even though this method seems unconventional it shares a great deal with other learning theories and educational philosophies:

1. Learning is facilitated if the learner is engaged in the learning process.

This is in line with Bruner's idea of "discovery learning" (Bruner, 1996) where he discusses its benefits as: the increase in intellectual potential, shift from extrinsic to intrinsic rewards, and learning by discovering, which all help to conserve memory.

2. Learning is facilitated by the use of physical objects.

Just like different visual aids serve as associatory facilitators for students learning and acquiring the target language, so do rods and coloured pronunciation charts provide a physical focus for students helping them to memorize images and facilitate their recall.

3. Learning is facilitated by problem-solving.

This premise relies on what is known as a "problem-solving approach to learning" concisely represented in the words of Benjamin Franklin:

*Tell me and I forget,
Teach me and I remember,
Involve me and I learn.*

When it comes to the use of teaching materials, this method of teaching takes a structural approach since its way of teaching a target language is very organized. The basic unit of teaching is a sentence, and Gattegno places a special emphasis on the choice of vocabulary. The vocabulary to be taught must consist of useful and functional words that might not even exist in learners' native language. The choice of this vocabulary helps learners grasp the "spirit" of a language. By the "spirit" of the language Gattegno refers to phonological and suprasegmental elements unique to a certain language, its sound system and intonation. The idea is for the learner to gain the feeling of a language as soon as possible (Richards & Rodgers, 2001). Stevick (1980) further outlines a vision for vocabulary teaching by using this method, defining it as a process of learning lexical items which are related to themselves in the context of everyday life situations. Stevick's perspective aligns with Diamond and Gutlohn (Diamond & Gutlohn, 2006) that sparking students' interest in playful engagement with words and structures of a language is a crucial step towards the goal of cultivating a lifelong passion for language acquisition.

Gattegno also believes that second or foreign language learning is considerably different from native language learning because the processes involved in it are unlike because the second language learners are aware that they are learning a foreign language (Gattegno, 1972: 11). No matter how much linguists try to use the natural approach Gattegno proposes the use of artificial approach because successful foreign language learning requires awareness and strong commitment of oneself to language acquisition through the use of silent awareness and active trial (Richards & Rodgers, 2001: 83).

Awareness is something that can be taught, and the Silent Way supports the *learning to learn* theory. Learners who use the Silent Way to learn a foreign language learn how to develop the inner criteria that will allow them to observe their own progress that includes self-correction when necessary.

The principles underlying the Silent Way are:

1. The general goal of teachers who opt to use the Silent Way is to help their students reach verbal competence in basic elements of the target language. By doing so, the teacher takes the role of a silent facilitator, who respects the autonomy of learners while they approach new challenges in language learning. The teacher encourages them to become aware of the language and learning the language because they are the only ones who can do the learning. The necessity for the teachers to remain silent is unique and the most difficult demand. They need to resist their urge to model, assist and direct students' responses as their tasks are now: to teach, to test and to get out of the way (Stevick, 1980: 56).

2. Teaching materials used in the Silent Way are sets of coloured rods, pronunciation and vocabulary wall charts. The pronunciation charts called Fidels are designed for different languages as the feature symbols representing vowels and consonants in the target language. The symbols are colour-coded based on pronunciation of different vowel and consonant sounds. Similar to the Fidel charts, coloured rods serve as a visual aid to connect words and structures directly to their meanings in the target language, eliminating the need for translation into the native language. Since rods range in length from 1-10cm, each rod corresponds to a specific colour, and they can be utilized for tasks such as naming colours, making size comparisons, representing people, etc. This multisensory approach aims to enhance language learning by providing a visual and tactile connection between linguistic elements and their meanings, fostering a dynamic and interactive language learning experience.
3. The roles of the learners are also significantly different than in previous methods. Learners are required to understand the need to become independent learners, completely devoted to the learning process, and in order to do so they need to free themselves of all possible obstacles that could interfere with the learning process. They must be aware that learning is their responsibility and that no one can learn for them. Since the teacher will not be able to provide the model of language use and correct possible mistakes, students must create inner criteria and be able to correct themselves. They must come to their own conclusions about the target language and formulate whatever rule they feel they need. Besides themselves, they are allowed to rely on their peers and are expected to work collaboratively, not competitively. Thus, verbal interaction between students is desirable because they can also learn from each other, hopefully in a relaxed and enjoyable learning environment.
4. What is innovative in this method, in comparison to traditional methods of learning, is the organization of feedback sessions where students can express their feelings about the language learning process. The teacher takes into consideration the students' input and works with them to address any negative emotions that could potentially hinder their learning experience. These feedback sessions are conducted in students' native language, which can also be the medium of instruction (especially at the beginning levels).

Considering that most of the ideas presented in the Silent Way are unusual to today's concepts of language learning these are the techniques that were frequently included in the regular classroom activities:

1. Sound colour chart

The sound colour chart uses coloured blocks to represent sounds in the target language. To create syllables and later words and sentences, the teacher, and later students, point to them. The chart helps students practice sound combinations without constant repetition, keeping their focus on the language, not on the teacher. When students struggle with new sound differences, the chart can be used to provide feedback on their pronunciation. By presenting all sounds at once, the chart helps students track their learning progress and promotes learner autonomy.

2. Peer Correction

When experiencing difficulties with pronunciation or language learning students are encouraged to help each other. The teacher's job is to oversee this cooperation without interfering.

3. Rods

Coloured rods serve as a tool for illustrating language structures or situations. In teaching beginners, rods can be used for teaching basic topics like colours and numbers. Later they can be used for more complex structures like conditionals (e.g. *If I give you a yellow rod, you will have two yellow rods*). The teacher can also use rods to present words in a sentence, and by pointing at them the teacher can prompt students to pronounce words, phrases and sentences. Besides being useful in grasping the language, rods can also be very motivating for students because they allow them to be creative and imaginative.

Time to reflect

With the help of your teacher answer these questions about the Silent Way:

1. What do you think about the idea that teaching should be subordinated to learning?
2. Should learners be independent of the teacher in the language learning process?
3. Can students learn a language from one another?
4. Are there any principles of the Silent Way that you like or could use in your classroom?
5. What do you think about the Silent Way materials?
6. What do you think about the structured feedback?
7. What are the goals of those who use the Silent Way?
8. Describe the roles of teachers and students who teach/learn a target language following the principles of the Silent Way.
9. How would you describe the nature of student-student interaction and student-teacher interaction?
10. How are the feelings of the students dealt with?
11. Is students' native language used in the Silent Way? If yes, what role does it have?
12. How are students' errors perceived?

Apply what you have understood about the Silent Way

1. Try to teach your classmates some words in a target language they are not familiar with. Try using non-verbal gestures and sound charts to produce the correct pronunciation of the new words.
2. Write an activity plan for elementary-level students, containing activities in which you as a teacher will remain as silent as possible.

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3.2. DESUGGESTOPEDIA

Desuggestopedia, also known as Suggestopedia, is a language teaching method developed by Bulgarian psychiatrist and educator Georgi Lozanov in the 1970s. This method implies the application of Suggestology to pedagogy or the educational process and has been used in many Bulgarian schools for the teaching of a variety of subjects especially those which depend on a number of memorized facts (Bancroft, 1999).

Since Lozanov (2005) created this method hoping that students would enjoy learning, especially learning foreign languages, there was a belief that it can teach languages approximately three times faster than conventional methods (Kharismawati, 2014). What is specific about Desuggestopedia is that it relies on a specific set of learning recommendations which are derived from affective-humanistic approach. According to Lozanov the reason for someone's inefficiency in language learning lies in preset psychological barriers to learning, i.e. learners are afraid that they will not be successful in language learning, that they will not be able to perform due to their limited grammar knowledge and vocabulary, that they will fail (Larsen-Freeman & Anderson, 2011).

One of the reasons behind this is that we do not fully use our mental capacity, but only five to ten percent of it. To use the rest of our mental capacity, which Lozanov refers to as the reserve capacity, learners must reject all the limitations they think they have. By reserve capacities Lozanov implies the "genetically predetermined capacities" that are not apparent but operate mainly in para-consciousness; they are inborn but suppressed by socially suggestive norms and are ruled by laws that differ from ordinary psychophysiological laws (Lozanov, 2005: 14). Desuggestive learning, applied in this method, allows the learner to obtain large amounts of information from the teaching process, because the inhibitions are lowered and the opportunity to learn is increased (Rashtchi, 2018). In simple words, the limitations of learning a foreign language including learners' fear of failure, need to be desuggested. Desuggest the being opposite of suggest, is the key term of this methodology that is based on the idea that all negative feelings that might occur in the teaching/learning process need to be eliminated. It focuses on the power of positive feelings and one of the ways to achieve that is by setting the environment of the class to be as comfortable and cheerful as possible, and by incorporating fine arts into the language teaching process.

The central feature in Desuggestopedia is reserved for music because Lozanov believes that musical rhythm has a beneficial impact on learning in general due to its therapeutical role. According to Gaston (1968), there are three therapeutical functions of music: it makes it easier to form and maintain personal relationships, it increases the feeling of self-esteem through musical performance, and its unique power of rhythm reenergizes the person and brings order.

The main characteristics of Dessuggestopedia:

1. One of the main objectives of Dessuggestopedia is to enable learners to achieve advanced conversational proficiency in a short period of time. A language course conducted following the principles of this method lasts for 30 days and is organized around ten study units. Dialogues make the central focus of each unit, and they are followed by extensive vocabulary lists and grammar sections. One unit is studied for three days, and on the last day of the course students are expected to perform a play constructed from the materials they studied throughout the course. Since the final performance is the play, learning activities throughout the course include exercises such as imitation, role play and other “out of ordinary” language activities.
2. The classroom in which the course is conducted is bright and cheerful, with posters on the walls that serve the function of encouraging peripheral learning. Peripheral learning is a technique that is based on the idea that we learn much more from the environment than we can consciously notice. So, by placing key features of a language on posters around the classroom, students will learn essential language facts effortlessly. They sit in comfortable chairs arranged in a circle to encourage face-to-face communication and active participation.
3. Learning groups are small, twelve students per group with an equal number of male and female students. They sit in a circle as to encourage face-to-face communication and active participation.
4. The teacher has a central role in the classroom; the teacher’s primary role is to encourage a positive response to the teaching process from learners. To do that, students must respect the teacher and show that they trust him or her. If students trust their teacher, it will be easier for them to desuggest their fears and limitations which is necessary if they want to achieve success in language learning. Even though the role of the teacher is central, and this method is teacher-controlled, the teacher does not act as the authority in the classroom, but as a partner to students, who participates in all the activities. For this process to be successful, the teacher must be

in full control of the theory of language learning and techniques used in this method because it is the teacher's responsibility to create situations in which the linguistic material presented will encourage positive reception by learners.

5. Since students are preparing for the final performance throughout the language course conducted in Desuggestopedia, they are encouraged to create new identities for themselves with full biographies.
6. Considering that communicative competence is the focus of this method, vocabulary is emphasized, and the target language is presented through long dialogues handed to students. The dialogues are presented to students throughout two phases called concerts. These concert sessions are divided into two parts, active and passive part. The first concert is the active one where the teacher reads the dialogue that is being studied while the students follow the teacher's reading. Before reading the dialogues, the teacher plays classical music and reads the text following the rhythm and pitch of the music. The second concert is the passive one where students close their books and relax while listening to the teacher reading dialogues again very quietly with calming baroque music playing. Brown (2007: 27) stated that "during the soft playing of baroque music, one can take in tremendous quantities of material due to an increase in alpha brain waves and a decrease in blood pressure and pulse rate." For homework students are asked to read the dialogues one more time before they go to sleep, and one more time upon waking up.

According to Larsen-Freeman & Anderson (2011), some of the techniques frequently used in Desuggestopedia are:

1. Classroom set-up

For language learning to occur in a positive and friendly environment, the classroom needs to be as bright and as cheerful as possible. These classrooms often have walls decorated with posters or paintings from a country where the target language is spoken.

2. Positive suggestion

The teacher's responsibility is to help students overcome preset barriers to language learning and language acquisition, and it can be done through direct or indirect suggestions. Direct suggestions refer to verbal encouragement where the teacher tells students that they will be successful. Indirect suggestions target the students' subconsciousness and are more powerful than direct, conscious ones.

3. Choosing a new identity

Students choose a new name common in the target language. Throughout the duration of the course, they can work on detailed biographies of their fictional characters. While pretending that they are someone else they feel more confident to use the target language.

4. First concert

The teacher plays classical music and performs a dramatic reading of the material with students following it in their handouts.

5. Second concert

This is the final exercise before the class ends for the day. The teacher sits down and reads the dialogues at normal speed without dramatization. Soft Baroque music or pre-Classical music plays silently in the background.

6. Primary activation

This technique is one of the techniques from the active phase of language learning. Students actively participate in reading the dialogues out loud. They do it in groups, pairs or individually. They can also be asked to read it in a specific way, e.g. in a sad or an angry way.

7. Secondary activation

Students engage in different activities, such as singing, dancing, playing games, etc. These activities allow them to use the language spontaneously without concentrating on the form. This technique is also referred to as Creative adaptation.

The principal goal of Desuggestopedia is to help learners to free themselves from social barriers that inhibit learning (Rashtchi, 2018). In this method, much attention is paid to students' feelings and emotions, which sets an excellent example for future foreign language teachers. Numerous activities like games, role-plays, the use of costumes, and others have a significant role in lowering students' affective filter, motivating them to be innovative, resourceful, and creative. The joyful and pleasant atmosphere in the classroom promotes cooperative learning because students often engage in friendly interaction with other learners. Another benefit of using Desuggestopedia in the language classroom is the use of music, that, according to Harmer (2001) can stimulate students' desire to further engage in the learning process because music addresses emotions and allows the brain to analyse its effect. A simple change in musical genre can affect the classroom atmosphere or engage students in a new activity.

However, Desuggestopedia received some negative criticism as well. Some authors pointed out its limitations regarding the learning environment (Apriana & Islamiyah, 2011). Most schools do not have enough space or teachers to organize classes in small groups, and applying Desuggestopedia techniques with large groups of students might be difficult. Also, dim lighting, large comfortable chairs and music selection might not be readily available to most schools (Pilipović, 2018). Another disadvantage mentioned in the literature refers to the infantilization of learning. Some students, especially teenagers, might not feel comfortable in this setting, and they would probably be less cooperative and less involved in the learning process.

Time to reflect

With the help of your teacher answer these questions about Desuggestopedia:

1. Do you think that the process of learning a foreign language will be facilitated if students feel relaxed and comfortable?
2. What do you think about the use of direct and indirect suggestions in teaching a foreign language?
3. Are there any principles of Desuggestopedia that you agree with? Which ones?
4. What do you think about the idea of peripheral learning?
5. What do you think about role-playing and taking another identity?
6. What do you think about the role of music in language teaching?
7. Try to describe the goals of teachers who use Desuggestopedia.
8. Describe the roles of teachers and students in Desuggestopedia.
9. How would you describe the nature of student-student interaction and teacher-student interaction?
10. How are the feelings of students dealt with?

Apply what you have understood about Desuggestopedia

1. Think of grammatical structures and vocabulary items you would like to display in your classroom to encourage students' peripheral learning. How would you organize them on a poster?
2. Try to perform the first and second concert with your classmates.

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3.3. COMMUNITY LANGUAGE LEARNING

Community Language Learning is a method developed in the 1970s by Charles A. Curran, a university professor of psychology and a counselling specialist. This method belongs to the group of methods of the Humanistic Approach, because it places a learner, learner's feelings and emotions in the centre of the teaching and learning process. It means that the teacher takes "everything" into consideration: the affective domain - students' attitudes, feelings, fears, and desires, their language knowledge and linguistic competence.

Being a therapist himself, Curran focused on applying various counselling techniques to language teaching, because he envisioned that teachers should provide advice, assistance and support to their learners and help them overcome problems they are facing (Rogers, 1951). He proposed different roles for teachers and students; the teacher would be the counsellor, while students would be clients, with sessions taking place in the language classroom. The reason behind this approach stems from Currans' experience in working with adults and learning that they often feel vulnerable and threatened by unfamiliar situations such as finding themselves again in the classroom situation.

Curran (Curran, 1972) emphasises the importance of understanding the process of learning as a combination of two types of experience, social and personal. A learner cannot be seen as an individual learning the language in isolation, especially because of the nature of language learning that requires social interaction. This is best summarized by La Forge (1983: 9) who describes the importance of interaction in language learning: "Language is people; language is persons in contact; language is persons in response." This kind of interaction is the foundation of the Community Language Learning.

Richards and Rodgers (2001) further define this interaction by describing the difference between language learners and language knowers. Language learning can be successful only when there is a mutual understanding between students and their teacher. This interaction is dependent by its nature; students express their needs and desires to teachers, and the teachers help them to articulate these in the target language. This process is not as simple as it seems, because the Community Language Learning sees language learning as a holistic process, that incorporates both cognitive and affective factors. It means that the learners are vulnerable by their fears as they need to expose themselves in front of the others. The teacher's job here is to help them overcome those negative emotions and transform them into positive drive that will help them in their further learning.

This process of “maturing” is often divided into five stages corresponding to the process of child’s growth: the birth stage, the stage of improved abilities (first steps towards independence), the independent stage, the stage of being self-confident and the final stage - the stage of self-improving regarding style and linguistic performance (Curran, 1972: 90). Just like children thrive when raised in loving and supporting families, so do language learners when learning takes place “within the supportive environment of a community of one’s fellow learners” (Ait Oumghar, 2020). Curran (1972) proposes the idea that language anxiety, as one of the most frequent affective factors that hinder foreign language learning and acquisition, can be considerably reduced if the teacher takes the role of the counsellor. The learners, as clients, are guided by the counsellor who helps them overcome negative feelings and emotions that occur during the language learning process. The teacher skilfully balances between the role of an educator and an expert in psychological counselling (Richards & Rodgers, 2001).

Since the Community Language Learning is primarily designed for teaching foreign languages to adults with the focus on conversation, the syllabus underlying this method is to a certain extent unusual. It is designed by students (Larsen-Freeman, 1986) because communication in the classroom is conducted based on students’ efforts and interests. It is believed that students are more engaged in the learning process if they create materials themselves, so here are often no coursebooks or teacher-prepared materials, just students, sitting in a circle, initiating communication. Since they are beginners, communication can be initiated in their native language, and their teacher is there to help them individually or as a group by providing translation which is necessary in the beginning. Therefore, in these initial stages of language learning students are heavily dependent on their teacher, who is at the same time their counsellor, who understands them and their struggle. The conversation circle which they form is their safe place where they feel secure. Students start conversations with other learners by asking questions in their native language, which are translated to the target language by the teacher, and then repeated by students. In that way, language learning is spontaneous, learners don’t feel the pressure to learn because the classroom situation is not typical, they are not surrounded by books and teaching material, they are surrounded by their community of learners who share their fears. In that way, learners’ motivation to learn the language increases, while their anxiety decreases.

Some of the main characteristics of CLL are:

1. Students are adults who take responsibility for their own learning. They are aware that learning a language is not an easy process, so the learning environment must be pleasant and warm, with a teacher who understands their problems, and whose primary role is to encourage them, support them and show understanding. Teachers understand that students are dependent on them and that their task is to guide them towards becoming more independent.
2. Learning the language is based on oral activities which are conducted in a specific way. First, students are engaged in the conversation by asking questions in their native language. The teacher stands behind them and translates the question to the target language encouraging students to repeat them in the target language. If questions are too long, the teacher pronounces them in chunks to make it easier for student to repeat them. These translations, when correctly pronounced by learners, are recorded by the teacher, and when played they sound like a proper dialogue in a real-life situation. After that, the teacher transcribes those dialogues and makes teaching materials out of them. Students use those scripts as a basis for various grammar, vocabulary, reading and pronunciation exercises.
3. Any type of learning that occurs in CLL classroom can be explained through six psychological elements, which also represent the levels of students' personal commitment and effort – SAARRD (Security, Aggression, Attention, Reflection, Retention and Discrimination) (Curran, 1976).

Security – students will not willingly engage in the learning process unless they feel secure.

Aggression – it refers to active participation in the learning process. Active participation is necessary from the very beginning of the learning process, where students are required to start a conversation with the rest of the group. It also refers to the way a learner takes the opportunity to apply the newly acquired knowledge whenever possible.

Attention – refers to students' ability to attend to different factors simultaneously in a language learning process. Students need to be able to focus on the task(s) because the lack of attention leads to the lack of involvement, which decreases the chances of meaningful learning and language acquisition.

Reflection - refers to the consciously chosen period of being silent which allows students to focus on the previous learning process, re-evaluate their progress and future goals.

Retention – refers to the knowledge students have gained and that becomes the parts of their personality. The new knowledge is retained and integrated within themselves, waiting to be used.

Discrimination – this last element refers to students' ability to analyse the retained knowledge and discuss it in terms of differences and similarities in certain language forms.

4. Teacher and learner roles in CLL are not ambiguous, but well defined. Learners are part of a group, called a community. The term community emphasises that learners are not alone in the learning process, they are in it together with their classmates, and everything they achieve, they will achieve by cooperating and being collaborative. Learning is seen as a joined accomplishment by all members of the learning community. Every member of the community is free to express their fears and doubts, but also joy and happiness because the teacher, besides being an educator, is also a counsellor who understands how debilitating fear can be.

The teacher's role is dual, the teacher is both a counsellor and a teacher. As the counsellor, the teacher understands the difficulties of the learning process, anxiety and fears students are faced with, and as the teacher he or she works on the language, creates teaching materials and helps students to become more involved and independent language users.

Some of the techniques this method relies on are:

1. Tape recording

This technique is recommended to be used in groups with no more than twelve students. The idea is to engage students in a regular conversation as they would have in their native language. Students start with asking questions in their native language with the teacher translating them. Students then repeat them in the target language but this time the teacher records them. The teacher can record their sentences using a tape recorder, computer, or mobile phone. These recordings are later played to students, and students have little or no problem in understanding them because those are the utterances they would have used in their target language. These recordings are very useful not just for grasping the meaning of those sentences but also because students can hear themselves pronouncing words in the target language. They have vivid evidence that they can use the language, which is extremely motivating, especially for beginners.

2. Transcription

Target language conversations that the teacher recorded are transcribed and modified into teaching materials for students. These transcripts can be used to practice reading, pronunciation, grammatical and vocabulary forms and can be used for various writing exercises including dictations.

3. Reflective listening

This type of exercise can be performed in several ways: the teacher plays the recordings for students, they listen fully concentrated with their eyes open or closed, the teacher reads the transcript with students listening attentively, the teacher reads the transcript with students mouthing the words quietly.

4. Human computer

In this type of exercise, the teacher allows a student to take control and choose a part of the transcript to be pronounced. The teacher pronounces it as many times as the student wants, allowing the student to repeat it and decide how many times it needs to be repeated. If the student mispronounces the utterance, the teacher does not interfere, he or she relies on the student's ability to self-correct while trying to imitate the teacher.

5. Small group tasks

The teacher divides students into small groups because it is believed that group work will encourage students to be more engaged in the activities. Working in small groups can bring students closer to each other, which can further strengthen the community.

6. Free conversation

Students are encouraged to engage in a casual conversation with other students and their teacher. These conversations can be related to their learning process, the feelings they are experiencing, or they can be unrelated to the learning process.

One of the strengths of the Community Language Learning lies in its idea that language learning is facilitated if students are surrounded by a supportive learning community. In that way, affective factors such as negative attitudes, motivation and language anxiety are set aside as students feel secure and protected. This is achieved through the modified role of a teacher – who is now a counsellor, who has an understanding for their struggles because the teacher knows how intimidating a new learning situation can be.

However, this method has some disadvantages. One of the potential disadvantages is that it can be applied only in small groups of students who share the same native language. Moreover, this method is extremely dependent on the expertise of the teacher, who needs to be fluent in both languages, and very resourceful in creating teaching materials out of students' interests and current ideas and analyse them in accordance with the learning needs of students. Besides that, the teacher needs to be familiar with the basic principles of psychological counselling, thus, special training for teachers is frequently required. Taking it all into consideration, just like any other method, CLL has its positive and negative sides, but it will always be remembered as a method that puts a learner in the centre of the learning process focusing on the humanistic side of language learning.

Time to reflect

1. Name at least five features that characterize CLL.
2. What do you think about two basic principles of CLL: “Learning is a person” and “learning is dynamic and creative”?
3. Do you agree with Curran who claims that a teacher should take the role of a counsellor?
4. Is there a place for CLL in a modern English classroom?
5. What do you think about the idea that students should be given time to reflect on their language learning experience?
6. What do you think about the technique of Human computer?
7. Can you describe the roles of teachers and students in CLL?
8. How would you define the interactions between students, and students and their teacher?
9. How are students’ feelings dealt with in CLL?
10. How are students’ errors treated in CLL?
11. Can you name and discuss six elements of non-defensive learning according to Curran?

Apply what you have learned about CLL

1. Form small groups of four and try to recreate the activity of recording a conversation. Transcribe it and think of the exercises that you could use to promote language learning with the transcript as a teaching material.
2. In small groups, discuss the influence of affective factors on foreign language learning, share your experience and discuss possible strategies that might be beneficial to eliminate negative feelings that frequently occur in language classes.

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3.4. TOTAL PHYSICAL RESPONSE

Developed by James Asher in the 1970s, the Total Physical Response is a language teaching method that focuses on the coordination of physical movement and language learning (Asher, 1984). The idea for the development of this method stems from observing children's acquisition of native language. Most of the children's language learning in the pre-verbal phase is done through non-verbal conversations where parents instruct, and children perform through physical movement. The simplest way to explain the principles of the Total Physical Response is on the example of "learning by doing" where learners are actively involved in the language learning process but through physical action. Asher claims that this teaching strategy, based on the Comprehension Approach, is stress-free and very enjoyable for learners. As it is derived from the Comprehension Approach, whose primary focus is on listening comprehension, Asher creates a hypothesis that foreign language learning should start with understanding and end with production, just like native language acquisition. When learning a native language as babies, children are non-verbal for a year, or two, sometimes even more. They first listen, get a general understanding of how the language works, make sense out of sounds they hear, respond to requests physically instead of verbally and only when they are ready, they start speaking.

Parent: *Pick up your toys.* (Without answering, a child picks up toys and puts them in the box).

There is a general belief that even older children are undeniably much better at acquiring a foreign language than adults, even if they are in the same environment. This was first observed on the example of immigrant families, where children were able to acquire the target language effortlessly while their parents struggled with both articulation and pronunciation (Asher & Price, 1967). Asher had an idea that the reason why children outperform adults in language learning had something to do with their environment. He noticed that children's language learning was occurring in a stress-free environment, mostly through playing with their peers, where the majority of their interactions were focused not so much on speaking but on action responses ("let's go," "pass the ball"). Adults, on the other hand, tried to learn the language willingly, without any sort of physical behaviour involved. Adults tended to remain static, activating only their cognitive abilities.

Based on his observations, Asher came to the conclusion that there should be a foreign language teaching method that would not require immediate verbal use of the target language, but would primarily focus on game-like movements. This method would imitate primary language acquisition, where language learning is a stress-free process (Richards & Rodgers, 2001).

Based on his observations and conclusions, Asher (1984) drafted three language learning hypotheses which are the foundation of the Total Physical Response Method:

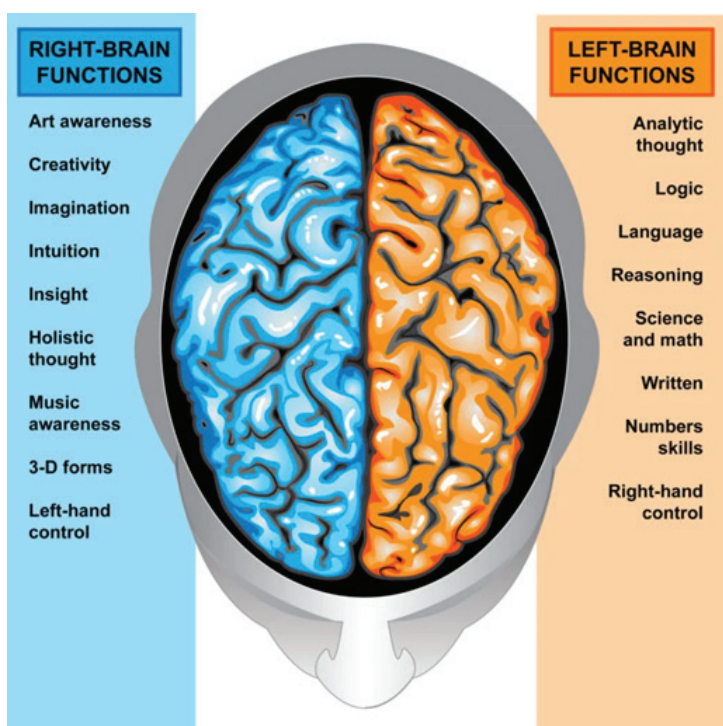
1. Every person is in possession of a biological mechanism that enables first and second language acquisition and development.

This language mechanism, also called bio-program for language learning focuses on children's ability to understand spoken language and respond to it physically, as explained above.

2. Both brain hemispheres should be activated in the process of language learning.

Brain lateralization is a concept according to which different brain hemispheres are in control of different skills. The left hemisphere is responsible for language functions, and other verbal processes, while the right hemisphere is associated with visual-spacing processing and other non-verbal processes.

Image 1. Brain lateralization¹



¹ <https://www.simplypsychology.org/brain-lateralization.html>

Asher, based on his previous observations, claims that children spontaneously acquire the language through motor movements – directed by the right hemisphere. According to that he proposes that the right brain hemisphere should be more activated in the process of language learning. All other language leaning methods focused on the activation of the left brain hemisphere which promotes logical thinking, correctness and reasoning, while little or no attention was given to the right-brain hemisphere. Asher, thus, proposes a method that would promote the activation of the right-brain activities, such as intuition, creativity, risk-taking, encouraging a person to act without fear of making a mistake (Asher, 2003). His idea is to place the focus on the right brain hemisphere, while the left hemisphere waits. After certain period of time, when enough information has been gathered by the right hemisphere, the left hemisphere is triggered and takes over, allowing an individual to deepen their language capacities and use language in a more abstract way.

3. Stress plays an important role in foreign language learning.

One of the major obstacles in language learning is stress. While the first language acquisition usually takes place in a stress-free environment, where children acquire a language spontaneously by learning from friends, parents, and the environment, foreign language learning is not usually perceived as a spontaneous or pleasurable learning experience. Adults, engaged in the process of foreign language learning are very self-conscious, aware of their limited communicative competence, and are under constant stress. To help them overcome those negative feelings, Asher believes that even with adults who learn a foreign language, the focus should be on learning the language through movements and not through memorization of complex language forms. This shift from cognitive skills to motor skills will allow learners to devote themselves fully to learning in a stress-free environment (Kuhar, 2018).

Total Physical Response – Teaching procedure

The general objective of the Total Physical Response is to teach a foreign language to beginners by following three simple steps: listen, watch, imitate.

In the initial stages of the course, the teacher uses the mother tongue to introduce the activity to students. In the warm-up part of the activity, the teacher uses imperative forms and demonstrates the action that he or she expects students to perform. When students feel comfortable performing the desired action, they are asked to continue performing it without the teacher's help. This allows the teacher to monitor students' activities and assist in case of a problem. Students are not forced to engage in the activities, they decide

for themselves when they feel comfortable enough to join the group. Most of the students do not hesitate to participate, because the teacher has modelled the activity, and students can always check their peers' actions and perform together with them.

After the warm-up phase, the teacher continues with the presentation of new commands. The teacher also combines different commands to prevent students from falling into routines. The teacher often uses witty and humorous remarks to encourage a pleasant atmosphere.

Another important characteristic of TPR is that it does not focus on teaching a language word for word, but uses language chunks, a group of words which are often found together in a language. These language chunks are also learnt in the form of commands: *open the book, point to the door, close the window*. After students have acquired a command and have no trouble performing it, the teacher creates a new command by combining two previously practised activities: *Close the window and open the book*.

After students learn how to respond correctly to all oral commands provided by the teacher, they learn to write and read them, incorporating three language skills, listening, writing and reading. Speaking skill is the last to be introduced. When students feel ready to speak, they take the next step which refers to the reversal of teacher-student roles. Learners who feel confident enough can take the role of the teacher and act as instructors. In this phase students use the language verbally, but again, without any pressure. Learners who take the role of the teacher are always volunteers.

Feedback is also considered very important in TPR. When giving feedback teachers should act as parents who correct their children's mistakes. At first, the teacher tolerates the mistakes, corrects just some of them, but as the course progresses the teacher's error correction is more frequent. Students are also encouraged to ask questions, but not during the class. All questions about the repetition or meaning of some words are discussed at the end of the class.

Regarding materials and realia, they are not used at the beginning stages of the course, but later, because absolute beginners are expected to fully rely on their teacher, not the materials which could overload their brain, and lead to stress. At later stages, with more advanced students, the teacher uses realia, different objects, pictures, classroom furniture, etc. as supporting material to carry out the meaning.

Techniques and activities employed in TPR:

1. Using commands

Using commands is a major and most frequently used technique in TPR. The teacher uses simple commands in imperative, performs the action before students and observes them performing the action on their own. Through observations of students' performance, the teacher receives feedback on whether they have understood the target language command. At a more advanced level an example of exercises where the teacher communicates with students using imperative can look like this:

TEACHER: *Mary, walk to the window on my left side.*

(Mary gets up and walks to the window.)

TEACHER: *Class, if Mary walked to the window, raise your right hand.*

(Students raise their right hand.)

TEACHER: *Mary, use your left hand to open the window.*

(Mary opens the window using her left hand.)

TEACHER: *Class, if Mary used her left hand to open the window put down your hand.*

(Students put down their hands.)

2. Reversal of roles

Students volunteer to reverse roles with their teacher. The teacher joins other students and performs commands as a learner.

According to Asher (1977), after 15-20 hours of the course students are ready to speak. It may take longer for some students, however, they are never rushed.

One of the typical modern TPR activities where students enjoy taking the role of the teacher is *Simon Says*.

3. Action sequence

After students have gained the understanding of simple commands, the teacher combines them in longer series which, when performed completely, comprise an entire procedure:

Take out your notebook.

Take out your pencil case.

Take out your blue pencil.

Write the word professor in your notebook.

Close the notebook.

Exchange the notebook with a classmate sitting at your desk.

Take the red pen from the pencil case.

Open your classmates' notebook.

Check the spelling of the word professor.

Correct it with a red pen if it is wrong.

Close the notebook.

Return the notebook to your classmate.

TPR is a method that was very popular during the 1970s and 1980s because of many researchers who supported its idea that second language learning should not neglect the listening skill and the role of comprehension. One of the biggest supporters of this method was Krashen (1981) who considered that listening comprehension and a stress-free environment are key factors for successful language learning. Even though the Total Physical Response Method is undeniably a very enjoyable, fun, and stress-free method, it should be used in classroom situation, in combination with some other methods. Using TPR as the only language teaching method with advanced students might be problematic because more abstract grammatical features would be hard to explain. In addition to that, TPR actions are not standardized, meaning that different teachers could use different words for the same action.

Time to reflect

1. What do you think about the idea that speaking skill in foreign language learning should be the last one to teach?
2. Do you believe that students should be encouraged to speak when they feel ready? Does it depend on the age of the learners?
3. What do you think about TPR teachers overlooking students' errors in the first stages of the course?
4. What do you think about the use of imperative in teaching a foreign language?
5. Would you feel comfortable being taught a foreign language by TPR at your age?
6. Which grammatical pattern would be difficult or impossible to teach through TPR?
7. Which of the TPR techniques would you apply in your teaching?
8. How do you think an evaluation should be accomplished in TPR?
9. Is there a place for native language in TPR?
10. How are students' feelings dealt with in TPR?
11. In your own words try to recall some of the main principles of TPR, describe the roles of the teacher, students, and their mutual interactions.
12. Do you think that foreign language learning should be modelled on the process of native language acquisition?
13. Do you agree that the principles of TPR reduce anxiety in language learning?

Apply what you have learned about TPR

1. In TPR a teacher introduces students to the target language by using imperative. However, commands are never passed in an unpleasant way, the teacher always uses a kind and gentle voice, resembling the way a parent would address a child. Try to use a calm and soothing voice while giving commands to your classmates.
2. Try to write a lesson plan for an activity to be conducted in TPR. It can be a grammar or vocabulary section such as school material: a book, a pencil, chalk, a pen; common verbs: jump, run, hop, stop; or past tense, or present continuous tense.

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3.5. MULTIPLE INTELLIGENCES

Multiple intelligences is a theory proposed in 1983 by Harvard's developmental psychologist Howard Gardner who noticed that, regardless of a teaching method applied, learners have preferences towards certain cognitive strategies in their learning process. In the field of foreign language learning, traditional methods and approaches treated all student in the same way, without acknowledging differences among them, their capabilities or learning styles. It was only in the last two decades of the 20th century that the personal characteristics of learners were noticed and taken into account. Gardner was one of the first who proposed the idea of different types of intelligences in his book *Frames of Mind* (Gardner, 1983) where he described human cognitive abilities as pluralistic concept. He also referred to Piaget's theory of children's cognitive development proposing that a child not only goes through different stages of cognitive development, but that certain types of intelligences might be more prominent in children at specific stage of life. Thus, in 1993 he aimed to raise awareness of certain issues that should have been taken into consideration by educators involved in the process of children's learning:

I hope that the idea of multiple intelligences will become part of teacher training. While lip service is paid to the existence of differences among students (and among teachers!), there have been few systematic attempts to elaborate the educational implications of these differences. Should a sensitivity to different intelligences or learning styles become part of the "mental models" constructed by new teachers, the next generation of instructors are far more likely to be able to reach each of their students in the most direct and effective way. (Gardner, 1993: 251)

Although Gardner's Multiple Intelligences Theory originally proposed seven types of intelligence, by his further research the eighth one was later added to the list (Armstrong, 2016). The later and revised classification done by Gardner himself included the possibility of adding an additional one –existential intelligence (Gardner, 1999), making it a total of nine types of intelligence.

Gardener presented different types of intelligence as follows:

1. Linguistic intelligence

Involves the ability to use words effectively, in both spoken and written form. It also includes a sensitivity to sounds, meanings and functions of language, and the ability to use language in creative ways.

2. Logical-mathematical intelligence

Involves the ability to manipulate numbers effectively. This type of intelligence promotes reasoning and a tendency towards logical problem solving and is mostly noted in early childhood. However, this intelligence suffers a sudden decline between the ages of thirty and forty.

3. Musical intelligence

Musical-rhythmic intelligence involves the capacity to recognize and enjoy rhythm, pitch, and melody. This type of intelligence is considered especially valuable in language learning because language skills are generally highly developed in people with prominent musical intelligence. It allows them to create meaning out of sounds and intonation, and use them in communication.

4. Spatial intelligence

Spatial intelligence, frequently referred to as visual-spatial intelligence refers to the ability to clearly perceive different forms, shapes, colours, and mentally reconstruct them into visual or spatial images. This type of intelligence is often found in architects, artists such as painters or sculptors, pilots, or fashion designers.

5. Bodily-kinaesthetic intelligence

This type of intelligence is prominent in people who are prone to express themselves using physical movements, like athletes and ballet dancers. Bodily-kinaesthetic intelligence is also considered extremely important in the process of communication because most of the communication is non-verbal, thus gestures are used to communicate intentions, feelings or ideas.

6. Interpersonal intelligence

Interpersonal intelligence is also considered very significant in the process of language learning. It refers to one's ability to understand desires, intentions, feelings and moods of others, allowing them to easily cooperate and get along with different people.

7. Intrapersonal intelligence

This type of intelligence refers to the capacity of a person to understand one's own strengths and weaknesses, fears and desires, and to use that knowledge to effectively regulate one's own life (Chen & Gardner, 2005).

8. Naturalistic intelligence

This type of intelligence refers to one's ability to show expertise and differentiate species of flora and fauna. This form of intelligence is often prominent in biologists, farmers, antiquarians, archaeologists, palaeontologists, etc. (Torresan, 2006)

9. Existential intelligence

This type of intelligence is related to philosophical thoughts concerning the meaning of life, the core of all existence and religious issues. Gardner, himself, finds this intelligence difficult to define because it concerns deep and profound thoughts, feelings and experiences.

The proposition of the model of Multiple Intelligences attracted the attention of numerous educators all over the world, as well as the interest of general public (Richards & Rodgers, 2001). Additional types of intelligence have been suggested, however, Gardner's model remained, undoubtedly, the stepping stone for all further research in this field.

Image 2. Multiple Intelligences²



2 <https://www.vroque.co/post/multiple-intelligences-and-multimedia>

Using MI model in teaching languages

Educators have always known that their students have different strengths in terms of ease of mastering particular learning materials. Some of them are better when materials are presented to them visually, others prefer to listen to it, and some might find it easier to learn by being involved in the teaching process. There is no doubt that either of these ways is effective, the only difference is which style of teaching or learning is more appropriate for a certain learner. Teachers who recognize these differences in students' learning styles acknowledge the individuality of each student in the classroom and try to, based on Gardner's theory of MI, adapt their teaching style to different needs of their students.

It is important to emphasize that a person is not defined by one type of intelligence, a person may comprise several different types of intelligence, or all of them, but not all of them are equally prominent. This is the reason why it is recommended that teachers should create activities that would facilitate the language learning process among students with different potentials and learning styles. Multiple Intelligences approach to language teaching proposes an idea that the role of the teacher needs to be further expanded, the teacher is not just a teacher, but a mediator, a facilitator, an observer and a lesson plan designer. There is no specific class material or instructions that MI teachers can simply follow, teachers themselves are responsible for finding adequate teaching materials, providing additional resources, creating authentic exercises.

Depending on the type of intelligence a teacher wants to focus on, different materials and different examples of exercises might be used. Examples of materials and exercises that might be used for a certain type of intelligence include (Lei, 1999):

Table 2. MI teaching material examples

Intelligence	Learners' interests	Teaching material	Teaching activity
Linguistic	Speaking, reading, writing	Books, newspapers, magazines, stories, listening to stories, podcasts	Reading and reading comprehension questions, discussions, debates, writing a journal
Logical - mathematical	Puzzles, logical problems, chess, computers, puzzles	Computer applications, hand-on projects	Classifications, presentations, calculations, solving logical problems
Musical	Music, musical instruments, singing	Singing, playing music, listening to chants	Background music, creating songs, chanting vocabulary or grammatical items
Bodily-kinaesthetic	Dancing, running, fitness, creative movement	Sport, competition games, any material that requires movement	Hand-on activities, mimes, field trips, acting, role plays
Visual-spatial	Maps, charts, diagrams, movies, pictures	Photography, mind maps, art, movies	Storytelling, exploring maps or shapes, Pictionary
Interpersonal	Cooperation, team work, pair work	Board games, brainstorming	Role-plays, group work, tutoring peers, projects
Intrapersonal	Individual work, individualized projects, self-teaching	Books, educational programs, self-study materials	Homework, keeping journals, self-evaluations
Naturalistic	Caring for animals and plants,	Going out to nature, interaction with flora and fauna, nature documentaries	Outdoor learning, collecting objects from nature and categorizing them

Teaching process

One of the ways to teach a foreign language by following the principles of Multiple Intelligences is to purposefully design a lesson plan that might be interesting to all students and their prominent type of intelligence. The following lesson plan is created based on a lesson plan by Emanuela Agostini.³

1. The teacher starts by giving students a riddle and asking them to try to solve it in pairs or small groups.

We are a family of five brothers. Each brother has a sister. How many females are there in the family?

(Intelligences: mathematical-logical, verbal-linguistic)

2. The teacher asks students to imagine a family from the riddle. They can close their eyes, the teacher can play soft music to help students to relax.

(Intelligences: musical, spatial-visual)

3. The teacher provides short but incomplete descriptions of the family from the riddle. Students should work in pairs or small groups and try to complete descriptions with missing words or forms.

(Intelligences: interpersonal, verbal-linguistic)

4. The teacher asks students to draw pictures of family members based on the description provided in the previous exercises.

(Intelligences: Bodily-kinaesthetic, visual-spatial).

5. The teacher shows students a photo of a family of five brothers and one sister and discusses with them the differences between the photo and their drawing.

(Intelligences: Logical-mathematical, verbal-linguistic)

6. The teacher draws students' attention to the background of the family photo (they are standing in front of an old oak tree), and asks students to try to identify the tree in the photo.

(Intelligences: naturalistic)

Multiple Intelligences theory, as one of the leading psychological theories has left a significant mark in the field of education in the last two decades of the 20th century. It proposes methodological innovations that might help language teachers to design and organize their classes in a unique way because every student is unique and deserves to be included in the learning process accordingly.

3 Based on Emanuela Agostini's presentation 'Seven Easy Pieces,' at TESOL Italy on 6 December 1997.

Time to reflect

1. What are learning strategies and which ones work best for you?
2. What is your opinion on applying the model of Multiple Intelligences to language learning? How can that be beneficial for language learners?
3. What are the challenges for teachers who try to teach languages according to MI model?
4. What is the role of the teacher in MI model of teaching?
5. What could be some of the disadvantages of teaching by MI model?

Apply what you have understood about Multiple Intelligences

1. Talk to your classmates and find out what learning strategies work best for them. Are some strategies more present than others?
2. Write a lesson plan for an activity that engages visual-spatial intelligence using old magazines.
3. Think of an activity suitable for young learners that involves bodily-kinaesthetic intelligence.

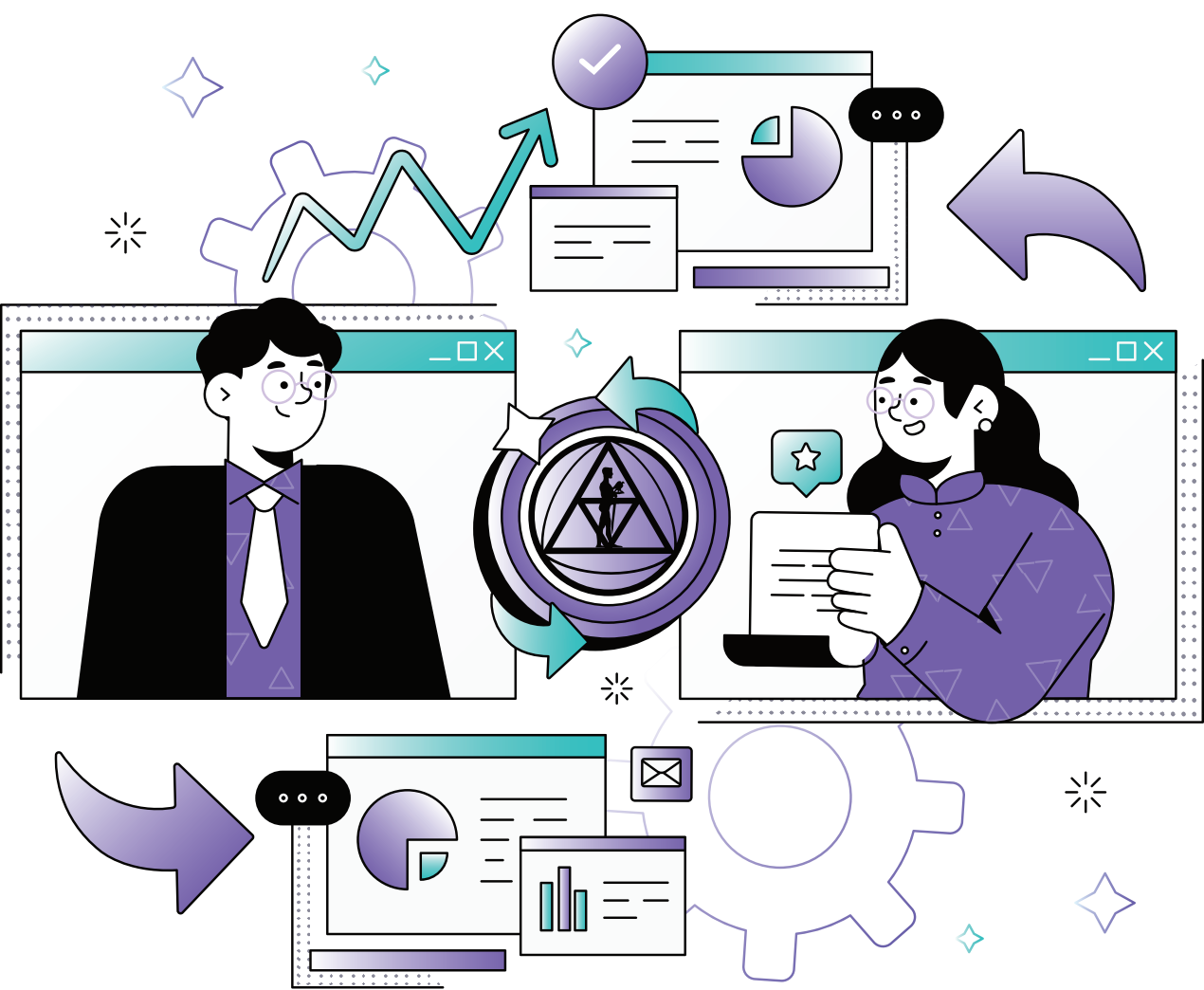
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PART 3



4. COMMUNICATIVE METHODS AND APPROACHES

The emergence of communicative methodologies in the 1980s marked the beginning of new directions in language teaching. These new methodologies put an emphasis on communication in language classrooms that emerged from the Communicative Approach which appeared as a new trend that marked the shift from the linguistic structure-centred approaches to communicative competence.

In the 1970s, it was noted that despite all efforts invested in different methods and techniques, language teaching and learning did not produce competent language users. Even though language had been taught for months or years, learners were incapable of communicating in real-life situations. It became clear, that being able to use the language outside the classroom situation required more than linguistic competence, it required communicative competence in a social context (Hymes, 1971).

The new teaching methodologies that emerged from the Communicative Approach and that are going to be discussed in the next part of this book are Communicative Language Teaching, Content-Based Instruction and Task-Based Instruction.

4.1. COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching is a method that first appeared in the late 1960s in England, where the first changes to traditional language teaching were introduced. Educators started to question the central role grammar had in language teaching and learning and started proposing new perspectives where language teaching would incorporate much more than learning grammar and vocabulary, because, simply put, students did not learn actual, realistic language (Richards J. C., 2005).

Therefore, Communicative Language Teaching promotes learning that will enable a learner to use the language in real-life situations. It does not undermine the importance of grammatical competence, it still remains an important dimension of language learning, but is now accompanied by some of the following aspects of language knowledge:

1. Understanding different purposes of language use,
2. Understanding that language use depends on the situation, setting and participants in the communicative act (the appropriate use of formal and informal register, differences in spoken and written language),
3. Understanding communication strategies and being capable of maintaining communication in different social contexts, despite possible limitations.

Due to all that, when designing a language course according to CLT methodology, certain decisions about what to teach, in what way, and at what level should be discussed. These decisions refer to syllabus design which, to a great extent, differs from conventional language teaching methods. A traditional language syllabus is focused on specified vocabulary and grammatical patterns to be taught, while a communicative syllabus is expected to introduce new language content and learning activities.

The new syllabus types proposed are:

1. A skill-based syllabus

All four language skills are put in focus, reading, writing, listening, and speaking, and they are all accompanied by a set of strategies further described in terms of macro skills.

2. A functional syllabus

It organizes language instruction based on communicative functions or purposes, rather than on grammatical structures. Instead of focusing primarily on linguistic forms and rules, a functional syllabus emphasizes the practical use of language for real-life communication. It aims to teach learners how to perform specific language functions, such as making requests, giving directions, expressing opinions, or negotiating.

CLT and classroom practice

Since one of the primary aims of Communicative Language Teaching is to develop fluency in language use, classroom activities need to be changed in order to prepare a learner to be ready to engage in meaningful interactions outside of the classroom. The goal is to encourage language users to accept and embrace their current limitations and to maintain communication despite them. The teacher's job is to help students develop fluency in language use through different classroom activities and communication strategies.

Richards (2005) advocates the distinction between three types of language practice in CLT classrooms: mechanical, meaningful, and communicative:

1. Mechanical Practice:

- Controlled practice activities that students can do successfully without fully understanding the language they are using.
- Examples: Repetition drills and substitution drills focusing on specific grammatical or language items.

2. Meaningful Practice:

- Activities where language control is maintained, but students are required to make meaningful choices during practice.
- Example: Using prepositions to describe locations on a street map, requiring students to respond to questions about the location of various places.

3. Communicative Practice:

- Activities that focus on using language in real communicative contexts, involving the exchange of real information without the possibility of accurately predicting the answers or constructions used.
- Example: Drawing a map of their neighbourhood and answering questions about the location of different places, such as the nearest bus stop or a café.

These distinctions are very helpful to language teachers because they provide varied practice activities that range from controlled exercises to more authentic, communicative experiences. Therefore, teaching materials need to be designed in a way that supports communicative language use. Those materials can be divided into three groups: text-based materials, task-based materials, and realia (Ramadhanty & Hidayanto, 2022).

1. Text-based materials

Text-based materials refer to textbook exercises with organized texts relying on a certain theme. These texts are followed by comprehension questions, providing descriptions of a given situation, or paraphrase exercises. These materials provide learners with opportunities to enhance their reading skills, including comprehension, vocabulary acquisition and interpretation of written language. They often convey cultural information which contributes to a more comprehensive understanding of the language.

2. Task-based materials

Task-based materials are designed to support CLT classroom practice by offering a wide range of communicative activities. They promote the development of speaking, listening, reading, and writing skills, where learners use language for specific purposes, fostering practical use. Tasks also provide a contextual framework for language learning because they engage the learners in activities that require them to understand and use language in a specific context. These materials come in different formats such as handbooks, practice booklets, communication cards and many others (Richards & Rodgers, 2001), and are very engaging for learners because they are mostly used in pairs or small groups.

3. Realia

Realia-based materials refer to materials that are authentic i.e. taken from "real life." Those can include magazines, newspapers, restaurant menus or any other sources that can serve as initiators of communicative practice. These materials are considered very useful because they reflect the use of language in real-life situations and provide exposure to genuine language patterns. Authentic materials often contain cultural nuances, idioms and references that offer insight into the cultural context of a language. Besides that, realia like magazines and newspapers, if up-to-date, reflect current events and topics that are relevant and interesting to language learners.

Characteristics of CLT:

1. Communicative Language Teaching is characterized by its emphasis on practical communication and functional use of language, with the primary goal of enabling students to use the language in real-life situations. This approach to language learning prioritizes the use of authentic materials and tasks that reflect real-life language use. Furthermore, CLT encourages a learner-centred approach, where students actively participate, collaborate, and are in control of their language learning process.
2. The goal of the teachers who teach languages by employing CLT method in their classrooms is to foster real-life language use in a meaningful context. To that teachers must create an engaging learning environment where students actively participate and apply language in an authentic context. During those activities teachers act as facilitators and advisors, offering help, answering questions and monitoring students' performance. If necessary, teachers can act as co-communicators, participating in communicative activities along with students (Littlewood, 1981).

In Communicative Language Teaching students are expected to be communicators. CLT encourages students to be actively engaged in communication event even when their communicative competence is limited, or their language knowledge incomplete.

3. In Communicative Language Teaching, student-teacher interaction is characterized by a shift from a traditional, teacher-centred approach to a more interactive and student-centred model. The nature of student-teacher interaction in CLT is dynamic and emphasizes meaningful communication. Even though the teacher is the facilitator of classroom activities, the teacher does not always interact with students. Sometimes, the teacher acts as a co-communicator but with the purpose of creating situations where students get engaged in communicative activities. Students actively participate in the learning process. They are given opportunities to express themselves, ask questions, and contribute to discussions, fostering a more student-centred environment. The teacher provides feedback on language use and corrects errors in a supportive manner. Error correction is seen as a natural part of the learning process, helping students refine their language skills.

Teaching techniques used in CLT:

1. Scrambled Sentences

Students are given a text with scrambled sentences and are asked to rearrange them in their original order. This exercise, whether using a familiar or unfamiliar text, helps students understand how language maintains cohesion and coherence. Besides written passages, students might unscramble lines in a dialogue or sequence pictures in a story.

2. Language Games

Games are frequently used in CLT, and if properly formulated they provide students with valuable opportunities for communicative practice. Some of the most frequently used language game exercises are information gap, choice and feedback.

Information Gap: In this game, each student possesses unique information about themselves. To complete the activity, students need to interact with others to gather the missing pieces of information, which promotes communication and interaction.

Choice: Students have the freedom to choose whom they approach to gather the required information. This element of choice adds a dynamic and personalized aspect to the activity, making it engaging for learners.

Feedback: Feedback is also a part of a language game where students need to confirm whether their statements are true or false based on the responses they receive. The teacher can also facilitate feedback sessions after the game, discussing interesting findings or addressing any language-related issues that arose during the activity.

3. Picture Strip Story

In this activity, students are provided with a set of pictures that tell a story. The pictures are intentionally mixed up or presented out of order. The students' task is to collaborate and arrange the pictures in the correct sequence to recreate the story. Once the pictures are in order, students then create or write lines of dialogue or a narrative to accompany each image, describing what is happening in the story.

4. Role-play

In a role-play activity, students act out and simulate a scenario like a job interview, incorporating language skills relevant to professional communication. Each student takes on a role, with one acting as the interviewer and the other as the job applicant. The interviewer asks questions related to the position, and the applicant responds accordingly. The goal is to practice the use of the appropriate language for interviews, which includes the use of a formal register, expressing qualifications, answering questions, and discussing relevant experiences.

One of the greatest contributions of CLT is that it stands out as a dynamic and effective approach to language instruction, emphasizing communication as the core objective of language learning. The principles of CLT have significantly transformed language classrooms worldwide, shifting the focus from memorization and isolated grammar drills to engaging, interactive, and authentic language use. By prioritizing meaningful communication, CLT nurtures not only linguistic competence but also practical language skills applicable to real-life situations.

One of the strengths of CLT also lies in its adaptability; it accommodates diverse learning styles and promotes a student-centred environment. The emphasis on authentic materials, task-based activities, and real communicative contexts further enhances the relevance and applicability of language skills acquired through CLT.

In the next two chapters, methodologies that are considered extensions of Communicative Language Teaching are described: Content-Based Instruction and Task-Based Instruction. Some educators object to these methodologies being included in the categories of teaching methods and feel more comfortable calling them syllabus types, while others refer to them as “methods with many faces” because they portray a great variety of forms and have the same purpose – teach a student to communicate by communicating (Larsen-Freeman, 2000).

Time to reflect

1. Take any EFL course book and choose any unit. How many exercises that focus on grammatical competence can you find? How many exercises that focus on communicative competence can you find?
2. Have teachers’ and students’ roles changed with the emergence of communicative methodologies? Which difficulties might they face?
3. Try to name major, yet distinctive features of Audio-Lingual Method and CLT.
4. Can you name some of the advantages and disadvantages of the syllabus proposed by CLT?
5. What do you think about the use of authentic materials in the language classroom? How useful can they be?
6. In your own words describe the student-teacher and student-student interaction in CLT classroom.
7. What is the role of students’ native language in CLT classroom?
8. What do you think about emphasizing fluency over accuracy?
9. What do you think about using language games, problem-solving tasks, and role-play activities in a language classroom? Can those be used with students of any age?
10. Can you think of some other activities or materials that could be used in CLT class?
11. How would you explain the following: “the linguistic forms a speaker uses should be appropriate to the social context” and how is that relevant to CLT?

Apply what you have learned about Communicative Language Teaching

1. Based on the following prompts write a full lesson plan for the following activity:

The task for CLT Activity: "Travel Plans Dialogue"

Objective:

The goal of this activity is to provide students with a communicative task that simulates a real-life scenario. Through this task, students will practice expressing preferences, making plans, and negotiating decisions collaboratively.

Materials Needed:

Scenario cards with different travel plans (e.g., a weekend getaway, a business trip, a family vacation).

Role cards assigning specific roles to each student (e.g., Traveler A, Traveler B, Travel Agent).

2. Use the Internet to provide authentic material for the CLT activity. Think of a communicative game or a problem-solving task in which you can use this material.

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4.2. CONTENT-BASED INSTRUCTION

To inspire students to communicate in a foreign language, supporters of Content-Based Instruction propose the use of content as a motivation factor. Content-Based Instruction has been defined as a teaching methodology that connects different dimensions of communicative competence to the content being taught. The content is often academic subject matter (Brinton, Snow, & Wesche, 1989), or any other topic that might be popular or interesting to students.

In traditional approaches to language learning content was also present, but it was chosen after the decisions about grammar, text, skills, functions were made. For instance, a lesson might focus on the simple past tense, and then the content for practising it was added. CBI takes a different approach. It begins by deciding on the content first, and then decisions about grammar, skills, etc., come later in the planning process.

Content-Based Instruction can serve different purposes and adapt to different contexts; it can stretch throughout a semester or entire course, or it can be a theme covered by one unit (Grabe & Stoller, 1997). Some of the basic assumptions about CBI in language learning are:

- Language is acquired more effectively when it is used as a tool for obtaining information, rather than when it is learnt only for the sake of learning it.
- It takes into consideration learners' needs (out of which LSP – *Language for specific purposes* was developed, a movement that focuses on providing the language requirements for learners who need to develop language skills for specific purposes).
- Content can serve as a structural framework that links and develops all language skills.

The principal characteristics of CBI:

1. Content-Based Instruction sees language as a tool for mastering a specific content. Language learning is not seen as an isolated goal anymore, it becomes a vehicle for exploration and understanding of content. The idea behind this is that if language learning is integrated into learning about meaningful and relevant topic, the more authentic and purposeful the language learning experience will be. Teachers' role is to support language learners and help them understand the authentic texts and materials they are presented with. Teachers are also in charge of designing lessons that integrate language skills with meaningful content, selecting materials

that accommodate learners' interests and needs (Schleppegrell, Achugar, & Oteiza, 2004). The students are expected to be actively engaged in the teaching and learning process, and be equally involved in learning both the language and the content, i.e. to use each to learn the other (Larsen-Freeman & Anderson, 2011).

2. Teaching materials are very important in CBI, as they are selected to integrate language learning with meaningful content. These materials are mostly authentic materials that can be in the form of texts, books, videos or other resources that simultaneously explore the specific subject and enhance the learning of a foreign language (Arulselvi, 2016). It is preferable that the teacher chooses materials that align with students' interests, needs and language proficiency levels.
3. CBI focuses on involving as many language skills as possible, however, the content determines which language skill will be emphasized. Besides vocabulary, which is connected to the content being taught, grammar is also worked on, as it is seen as a component of other language skills.
4. CBI expects learners to embrace their role of autonomous and independent participants in the learning process. They must be aware of it and "must take charge of their own learning from the very start" (Stryker & Leaver, 1993: 286). Besides being involved and independent learners, learners are expected to collaborate with other students as it is necessary for successful mastering of the material. This might be challenging for students whose dominant intelligence is of intrapersonal type and who prefer individual learning. Also, some students might find it overwhelming because of the quantity of new information alongside the struggle with foreign language understanding. It is not uncommon for students to express extreme frustration and opt to be transferred back to traditional language classrooms after engagement in CBI classroom activities. CBI teaching courses are extremely demanding for both students and teachers, so they all need to be well prepared for this process both psychologically and cognitively.

Techniques used in CBI:

1. Content-Based Reading:

Students are provided with authentic texts related to specific subject matter. Their task is to read the material, extract information and try to understand both content and language. Following the reading activity, students are expected to engage in discussions where they can share their insights and interpretation of the material provided.

2. Project-Based Learning:

Students work on projects that require them to apply language skills while exploring and presenting information on a particular topic, integrating language and content learning. Upon the completion of the project, students are expected to present their findings fostering both language proficiency and a deeper understanding of the subject matter.

3. Interactive Discussions and Debates:

Engaging students in discussions or debates on relevant content topics encourages the use of language for expressing opinions, arguments, and analyses.

Issues to be discussed about the implementation of CBI into the teaching process:

1. Does it provide an adequate foundation for the development of all language skills?
2. Are language teachers competent to teach specialized content such as medicine, economics, marketing, etc.?
3. What kind of incentives should be offered to CBI teachers (smaller classes, salary increase, etc.)?
4. How is assessment going to be accomplished, based on the language knowledge or subject knowledge, or both?
5. What should be the balance of language and content teaching?

Time to reflect

1. Do you think that content is important in a foreign language classroom?
2. In your opinion, what are the advantages and what are the limitations of CBI?
3. How would you explain Snow's description of CBI as a method with many faces?

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4.3. TASK-BASED INSTRUCTION

Task-Based Instruction also known as Task-Based Teaching is a language teaching method that focuses on a task as a core activity of lesson planning. TBI states that the most effective language learning will occur when learners are engaged in a learning process through meaningful and interactive tasks. Those tasks are derived out of a non-traditional syllabus, not grammar-oriented, because the Communicative Approach advocates that language learners can develop grammar and other dimensions of communicative competence naturally, as a product of active participation in these interactive tasks.

It might be argued that most language teachers use various forms of tasks in their regular classes, however, TBI argues that the use of tasks should be primary, i.e. lesson planning and classroom language teaching should revolve around tasks as primary units to be used.

There have been various attempts to define what a task is, and according to Oxford (2006) a task can be:

An imposed tax, duty, or piece of work

An everyday piece of work

A job responsibility

A general activity or exercise for L2 learners

An outcome-oriented L2 instructional segment

A behavioural framework for research

A behavioural framework for classroom learning

She proposes that by putting aside general definitions of a task, a task in the context of foreign language teaching and learning is seen as an outcome-oriented instructional segment of classroom learning (Oxford, 2006: 97). As such, a task is said to be characterized by the following key features:

1. It refers to an activity that language learners can complete with their current language skills and abilities,
2. It has a result that may or may not be strictly connected with language learning, but language learning is likely to occur as a consequence of working on a task,
3. It is focused on understanding and expressing meaning,
4. When a task involves multiple learners, they are required to interact with each other and use communication strategies (Richards, 2005).

Considering it from the perspective of TBI, two types of tasks can be identified:

Pedagogical tasks

Those are classroom activities specifically designed to use particular language elements (language skills, grammatical forms, vocabulary elements) or interaction strategies in a classroom situation. These types of tasks are not normally encountered in real-life situations (e.g. learners are asked to identify differences between pictures), however, the interaction they evoke is extremely helpful in the language learning process and language development.

Real-life tasks

Real-life tasks mirror the language that is used in real-life situations and are considered an excellent practice and preparation for students to use outside the classroom. These tasks can include listening exercises, problem-solving tasks or creative tasks (Willis, 1996). Using a telephone to book a hotel room would be an example of such a task.

Tasks in language learning are purposeful and they engage learners into active language learning because they need to communicate in order to complete the task. Tasks' outcome is very clear, and based on it both students and the teacher can tell if the communication between participants was successful. An example of a task is to plan grocery shopping for a family of five. Students are given specific details about a family, family members, their eating preferences, food allergies, working hours, age of children, vicinity of supermarkets, amount of money, etc. To complete the task successfully, learners must work together, communicate and express their thoughts, otherwise, the task will not be completed. These types of exercises are seen as helpful in language learning because they facilitate foreign language acquisition (Long, 1991).

Basic principles of Task-Based Instruction:

1. Krashen (1996) claimed that the basic prerequisite for successful language learning is comprehensible input, while others argued that comprehensible input will not result in productive output which is necessary for the successful use of a foreign language (Swain, 1985). It is not enough just to be exposed to comprehensible input, complete language development is dependent on its active and meaningful use. Tasks are, thus, considered to provide a complete opportunity for both receiving information and expressing oneself, i.e. comprehensible input and productive output. Besides that, tasks are taught to encourage processes central to learning a foreign language such as negotiation, modification, rephrasing, and experimentation.

2. Tasks are believed to promote learning by improving students' motivation. Students are motivated to participate in task-based activities because they usually involve physical movement, partnership and group or team work; they are based on authentic, real-life tasks and they require students to use their previous experience and common sense in a number of communicative events.
3. The teaching process in TBI class usually consists of three phases: a pre-task phase (introducing students to the language and/or grammar necessary to complete the task), the task phase (where the task provided is meaningful, relevant and similar to the real-life task which students might encounter outside of the classroom situation), the post-task phase (feedback and resolving any problems that may have arisen).
4. The roles of learners in TBI are similar to the roles of learners in CLT with the addition of students being required to focus on the completion of the task as a primary learning activity. Since tasks in TBI are mostly conducted in pairs or groups, students are expected to collaborate with each other and be open to the possibility of constructive criticism from their classmates. Language learners will be asked to formulate and interpret messages which they cannot fully understand due to their lack of linguistic competence. However, guessing the meaning from the context provided is also considered very useful for the development of communicative competence.
5. Teachers have a central role in TBI because they are responsible for the selection, adaptation and adequate use of tasks which should correspond to students' interests and needs, as well as their level of language knowledge. Teachers also need to prepare students for the task by providing pre-task activities, clarifying the goal of the task, and providing clear instructions. Their role is to monitor students' engagement and provide help if necessary.
6. Instructional materials are an important part of TBI because they provide tasks which are the central part of TBI methodology. There are no limitations when it comes to the range of materials that can be used. TBI advocates the use of authentic materials which are easily available on the Internet. Those can be newspapers, television show, restaurant menus, various leaflets, commercials, advertisements and many others.

Review of the techniques employed in TBI

Three types of TBI tasks commonly used in language classrooms and identified by Prabhu (1987) are:

1. Information gap task

This type of activity is also used in CLT; it is mostly performed in pairs or small groups, where each group possesses a set of information that the other group lacks. The goal of this activity is to make students interact in order to exchange details and complete their task. One of the interesting examples for younger learners might include giving a photo of a person to one student and instructing them to describe it to the partner who needs to draw it.

2. Opinion gap task

This type of activity puts a focus on students' personal preferences about certain topics. Students are asked to express their opinions about certain topics such as pollution, environmental disasters, or crime rate in their city, and they are asked to work together and think of a solution(s) for these problems.

3. Reasoning gap task

In reasoning gap tasks students are presented with a problem that they must solve using logical thinking, analysis, and reasoning skills. Students need to understand the content, analyse the situation, and derive new information from the information given.

Issues about the implementation of Task-Based Instruction into language teaching

Even though the Task-Based Instruction methodology seeks to replace the P-P-P approach to language teaching (presentation – practice – production) there is not much evidence of its effectiveness. The first problem lies in the criteria for selecting teaching tasks because it is difficult to maintain a balance between content relevance and language proficiency levels of students. Another problem is the language accuracy. TBI promotes interaction between learners and language fluency, while language accuracy might be affected. The emphasis is on communication and meaning, so errors in communication are overlooked as passing the message effectively is prioritized.

Despite all that, task-based instruction undoubtedly motivates students to use the target language actively, and the pedagogical values which promote communication and the use of authentic materials have continued to contribute to the expansion of the Communicative Approach.

Comprehension questions

1. Do you think a task can be a central part of language learning?
2. What are the defining characteristics of an effective task?
3. What might be the challenges in managing a task-based class?
4. Can you describe some of the main characteristics of TBI methodology?
5. How do teachers look at errors in task-based classes?
6. Describe the role of the teacher in TBI class.
7. Describe the role of students in TBI class.

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5. POST METHODS ERA

In the past 100 years, the field of language education has experienced a substantial change, and traditional methods and approaches to language teaching gave way to more modern and innovative methodologies of teaching, learning, and acquiring a foreign language.

Many educators refer to the 21st century as the post-methods era in teaching, because this era, due to the emergence of technology, challenges the traditional notion of educational methods where teaching was mostly teaching-centred. Modern ways of educating encourage a more dynamic and adaptive approach to language instruction.

In the post-methods era, educators recognise the diversity of learners and do not apply a one-size-fits-all teaching method; they acknowledge the evolving nature of languages and the impact of technology on modern-day language learning.

The integration of technology into teaching has brought many changes. Digital tools, online resources, language learning apps and virtual reality platforms provide students with immersive and interactive language experience. These technologies not only enhance traditional language methods but also open new opportunities for personalized and self-directed learning. Both teachers and language learners can now access authentic materials, engage in real-time communication with native speakers and participate in virtual language classes.

The role of the teacher has also been altered in the post-methods era. With the prevalence of the Communicative approach to language teaching, the 21st century language teachers keep the roles of facilitators, where they guide students through the language learning experience, and meet the diverse needs of learners rather than strictly adhering to a predetermined method.

In conclusion, the 21st century has been named a post-method era in the field of foreign language teaching, marked by flexibility, adaptability, and a departure from rigid methodologies. The emphasis is still on communicative competence, with the integration of technology into the teaching and learning process.

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Radmila Suzić

Evolving Methodologies

A Review of Methods and Approaches in English Language Teaching

"Evolving Methodologies: A Review of Methods and Approaches in English Language Teaching" by Radmila Suzić is an essential textbook for graduate and postgraduate students of Anglistics study programme at Singidunum University. It provides an overview of the evolution of methods and approaches in English language teaching, offering their thorough analysis and discussing their impact on the process of learning and teaching English as a foreign language.

Being divided into three main parts, this textbook first describes major trends in twentieth-century language teaching, followed by the description of alternative approaches and methods which were popular in the last decades of the 20th century, while the third part deals with current communicative approaches with special focus on Task-Based and Content-Based Instructions.

Within each chapter, an objective and comprehensive picture of a certain method is presented with an aim to provide language teachers and teacher trainees with commonly and less commonly used methods and approaches in foreign language teaching. Each chapter is followed by sections "Time to reflect" and "Apply what you have understood" designed to motivate readers to critically read, observe, analyze and question presented methods and approaches.